

Assessment 6 (required): Additional assessment that addresses CEC standards

Section IV – Evidence for Meeting Standards

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Work Sample

1. Description of the assessment and use in the program

This assessment covers a range of knowledge and skills designed to evaluate pre-service teachers' direct experience with the tasks, activities, problem solving, and decision making involved in working with students with challenging behaviors; conducting *Functional Behavior Assessment (FBA)* and *Behavior Intervention Planning (BIP)* as tools for assessing *misbehaviors* and the factors that contribute to and/ or perpetuate them to guide pre-referral interventions and serve as the basis for developing individualized educational plans that target behavior and social issues. For the purposes of this two-part assignment, pre-service teachers select an individual student exhibiting challenging behaviors in a general education classroom (first and possibly second time) and maybe special education and classroom settings (second time). Pre-service teachers are required to use observational data and collaboration with their cooperating professionals to conduct *Functional Behavior Assessment (FBA)*. Pre-service teachers apply their understanding of preventive strategies for creating a safe, positive, and supportive learning environment; pro-active approaches to interacting with students; instructional techniques for teaching pro-social behaviors, and a variety of strategies for intervention and modifying aspects of learning environments to generate *Behavior Intervention Plans (BIP)*.

This project is assigned and evaluated twice during the program. The first time it is completed is when pre-service teachers are enrolled in the course, *Creating Social Context (ESEC 387)* and placed in their elementary or secondary methods (*ESEC 386*) classroom experience. During their first time conducting FBAs and developing BIPs, the pre-service teachers are given opportunities to engage in pre-writing activities, peer conferencing, and collaborative brainstorming to support completion of the project prior to evaluation. During student teaching for special education, pre-service teachers are required to conduct FBAs and develop BIPs, more independently with some collaborative support from the cooperating teacher and behavior specialist, if available.

This assessment/ combined assignments provides opportunity to evaluate student competence across the CEC standards, applications of theories to practice, and execution of key responsibilities required by special educators (in collaboration with parents/ caregivers, general education teachers, and related service providers). It is an opportunity to examine how pre-service teachers mediate their own biases in order to objectively assess behavior, weigh the variables that impact student behaviors in classrooms (ex. language differences, cultural expectations, family constellations, etc.), critique the impact of classroom expectations, structures, routines, and demands, and appraise the effects teacher responses and behaviors have on the learning environment and individual students. Similarly, intervention plans allow for evaluation of pre-service teachers' views and adeptness to use data to design comprehensive plans that support student acquisition of social skills, self-management, and participation in learning environments adjusted to provide those supports. This assessment provides data regarding preparation consistent with CEC standards and the role of the special educator.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The primary CEC Standards addressed through this sample of pre-service teachers' thinking and practices are **Standards 4, 5, 7, and 8**. In evaluating alignment with the standards, it is noteworthy that pre-service teachers' performance on this assessment reflects their competence applying background information to practice. The fundamental knowledge and dispositions represented by Standards 1, 2, 3, and 6 become evident through their completion of the assignment, which rests on their in-depth understanding of teacher responsibilities with regard to challenging behaviors, their consideration of the range factors affecting student needs and behaviors, their openness to evaluate how their own language and teaching affects student behavior and participation, and their awareness of how development and *disability* impact student progress. The ways in which the standards are highlighted on this assessment follows.

Standard 1: *Foundations*

Pre-service teachers' completion of FBAs and BIPs represent their grasp of how they view, assess, and understand challenging behaviors students exhibit and their appreciation of the options for designing pro-active and intervention approaches for addressing student needs. Pre-service teachers' responses are examined as evidence of teacher, student, and special educator responsibilities to assess behaviors and social skills and design, implement, and evaluate intervention strategies; examining models of positive behavior support, responsiveness to intervention, and the special education process. The types of interventions selected are indicative of pre-service teachers' facility with the range of approaches to working with challenging behaviors.

Standard 2: *Development and Characteristics of Learners*

Completing FBAs and BIPs requires pre-service teachers to demonstrate understanding of typical and atypical growth and development and the educational implications as they evaluate challenging behaviors and social interactions in the context of classroom structures and situations and with regard to established expectations. Pre-service teachers draw on their understanding of cultural experiences to help them objectively analyze student behaviors in the school context. The ways in which BIPs differentiate the types of preventive and pro-active responses, verbal and logical consequences, and structured interventions are evaluated as reflecting pre-service teachers' competence determining similarities and differences among individuals with and without exceptional learning needs and figuring out the necessary accommodations. The ways pre-service teachers sort through the data and objectively state hypotheses are evaluated in light of their acknowledging the range of cultural factors that impact behavior.

Standard 3: *Individual Learning Differences*

The ways in which pre-service teachers record, analyze, and report observation data, describe goals of student misbehavior, needs, repertoires of social skills, and impact of environment are indicators of how they see the impact of exceptional needs on academic and social competence, attitudes toward learning, and responsiveness to instruction and interventions. The objectivity and sensitivity with which pre-service teachers report on student behaviors serve as evidence of their acknowledgement of differing approaches students take to learn and be in school situations. The way in which FBA reports provide clear justification for the need for variety of strategies to address student needs is also evaluated through this project.

Standard 4: *Instructional Strategies*

The pre-service teacher is required to select, adapt, and use instructional strategies in order to promote pro-social skills and support the identified student in the range of social situations that are part of schooling. Through the BIP pre-service teachers' facility with modifications, accommodations/ strategies to support student participation and appropriate behavior in general education is evaluated. Further, how pre-service teachers' BIPs establish guidelines for teaching self-management, self-control, and self-reliance and supporting self-esteem are examined.

Standard 5 *Learning Environments and Social Interactions*

The pre-service teachers' skills in breaking down the social and academic demands of the learning environment, examining the impact of classroom management theories and practices, and studying the implications of teacher attitudes and behaviors on student challenging behaviors and responses are evaluated through the FBA. How extensively pre-service teachers analyze observational data and explore ways to account for patterns of behaviors are seen as evidence of pro-active attitudes, openness to take responsibility, willingness to make changes in self,

and receptivity to adjust the environment and instruction to accommodate the student. The design of the BIP adds substantiation of pre-service teachers' commitment to set clear expectations, create an environment that conveys respect of diversity, adapt the setting to promote effective choices and self-monitoring, design experiences that support learning independently and in groups, offer opportunities for students to learn social skills, and adopt intervention strategies to coincide with the levels of challenging behaviors.

Standard 6 Language

Both the FBA and BIP provide evidence of pre-service teachers' use of objectivity in viewing and responding to challenging behaviors, filtering their own sets of cultural biases and expectations. Attention to teacher verbal responses to behavior as contributing to challenges is examined as part of the FBA. As part of the BIP, adjustments to teacher talk to engage students in problem solving, self-monitoring, and choice making are a part of understanding, communicating to and with, and supporting individuals, regardless of culture or language background.

Standard 7 Instructional Planning

Pre-service teachers are evaluated on the extent to which they use the data from the FBA to determine and justify the pro-active, instructional, and intervention approaches contained in the BIP. One part of the BIPs that is examined is the emphasis on teaching the student expectations, social skills, and intra-personal self-controls; suggesting ideas for lessons and opportunities for the student to practice behaviors and skills across different situations as well as receive feedback for effective choices/ appropriate behaviors.

Standard 8 Assessment

Pre-service teachers are evaluated on degree to which they collect objective observational data to inform functional behavior assessment and analysis, looking at student behaviors and triggers and contextual characteristics, factors, and influences. They are also assessed in terms of how effectively proposed approaches to monitoring the BIP promise to generate relevant data.

Standard 9 Professional and Ethical Practice

The objectivity with which the FBA is reported is examined to mediate personal cultural biases and accept differences to promote effective teaching. The BIP provides evidence of pre-service teachers recognizing ways they serve as models for student behaviors.

Standard 10 Collaboration

Throughout the project, the pre-service teacher retains confidentiality, not disclosing the name or other information. The FBA and BIP represent working with the cooperating professional to problem solve around the challenging behavior.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

Assessment 6 (required) – Assessment Tool or Description of the Assignment
Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan(BIP) Work Sample

Instructions for Candidates

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) AND BEHAVIOR INTERVENTION PLAN (BIP)

Role of the Teacher in Collecting & Using Behavioral Assessments to Understand Student Behaviors, Intervene,
& Create Instruction

Part 1: Functional Assessment - Collect and Analyze Observational Data/ Make Anecdotal Records and Account for Behaviors

A) Collect data (CEC Standard 5, 8).

Select **one** student who exhibits challenging behaviors. Make a total of **four** anecdotal entries describing the student's challenging behavior(s), the conditions under which it/ they occur, and the results of the behavior(s). Enter each incident or situation you observe or experience by date and time period. Use an anecdotal record format (class handout). Report each incident **objectively**, describing what you see and hear. Make sure you withhold your opinions about what the student wanted or how the student was being. Each entry should summarize as much factual information as possible:

- definition of student's behavior(s); describing what s/he is doing in clear, observable, nonjudgmental terms (action words that create a picture)
- description of the context - identification of what is happening around the student - instructional demands of the situation (type of tasks, independent vs. group work), expectations for behavior and performance, and the setting of *where* the situation took place and where players were located relative to each other
- the chronology of events - what the student said and did, what other players said and did, the chain of events in terms of what happened first and what action-reactions occurred; including the sequence of what happens prior to and following the student's behavior(s) - teacher response(s), peer response(s).

B) Chart the data for a functional analysis (CEC Standard 8)

Chart the four observations in an ABC framework and chain the events for each anecdote.

Obser	Antecedent	Behavior	Consequence/ Response
#1			
#2			
#3			
#4			

*****Make sure the chain of events for each anecdote is included -**

A → B → C → B → C → B → C or A → B → C → A → B → C → A → B → C.

You may choose to use the *Behavior Pathway* format as well.

C) For each anecdotal record, develop a set of hypotheses about the behavior that offers educated guesses, examines the behavior(s) from multiple perspectives, and identifies (CEC Standard 5, 7, 8)

- **How the behavior(s) is inappropriate**
- **The function the behavior serves**(purpose, goal, intent, outcome student is seeking) – *think in terms of student needs,*
- **Impact of Setting/ context:** description of what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day – *think in terms of way behavior is impacted by the surroundings,*
- **Impact of Antecedent:** event or action(s) that directly precede behavior(s), stating what precipitates/ sets off behavior – *think in terms of what might stimulate the behavior,*
- **Impact of Consequence:** accounting for response(s) to student behavior, events and/ or actions that occur directly following student behavior and possibly maintains behavior – *think in terms of what might be perpetuating the behavior or what the student gets,*
- **Evidence of Missing/ Required Social Skills for participation in the situation** more effectively – *think in terms of what skills (see checklist) would serve the student in the situation and what specific social skill s/he has not mastered in order to participate constructively in the situation (examples: be in touch with what is going on, express feelings, ask for what wants, examine choices for behavior (connect feelings-thoughts-behaviors).*

D) Summarize what you learned about the student as a participant in the classroom and member of the classroom community. Highlight the patterns of behavior that exist and key factors that contribute to or seemingly maintain the behavior as well as what missing skills are evident. Make statements about student's behaviors as a product of setting events, antecedents, and consequences. Consider the goals of the behaviors by examining what the student gets as a result of the behavior. Think about the qualities of the situation by looking at what triggers or escalates the behavior.

Part II: Design Behavior Intervention Plans and Instructional Experiences for Working with the Student

Reflect on the data you have accumulated and consider how this information will influence the way you plan to work with the student in the future. It is important to make sure your ideas are linked to the data you collected. Describe possible goals, replacement behaviors, and strategies, propose how you will implement them and justify your responses, using the data you have collected. Identify ideas and strategies that you find interesting and comfortable for you and can be placed along the continuum of proactive to reactive. Your ideas should include: changes in the environment, problem solving with the student, designing direct instruction, identifying alternative/ replacement behaviors, preparing teacher responses to the student, considering prompts to support the student, using "contracts" with the student, and selecting interventions. Identify the conditions under which you intend to use the approaches. As you consider approaches for working with the student in various situations, it is important to develop a set of strategies for supporting her/ him to become a more effective participant in the classroom and member of the classroom community.

Think about how the data serve as indicators that:

- the student needs to find an alternative way to show or deal with feelings
- it is beneficial to change the types of responses (ex. talk, consequences, acknowledgements) the student receives
- it is advantageous to shift the expectations made of the student when in certain circumstances
- it is helpful to modify the environment or instruction to support the student's engagement
- it is constructive to enlist the student in planning behavior changes

Using the data you collected and analyzed, design a comprehensive plan that is tailored to what you know about the student. Your **behavior intervention plan** should contain a number of options and address: (CEC Standard 4, 5, 7)

- **The function of behavior.** Use the purpose, goal, intent, outcome the student is seeking as a reference for working with the student to find "better ways" to get what s/he wants. It is important to figure out possible replacement behaviors. You may consider identifying what you will teach and how you will involve student in rethinking what s/he does; focusing on problem solving with the student, direct social skill instruction, ways you talk and remind the student.
- **Adaptations to classroom demands/ context and antecedent.** Consider how modifications to the use of physical space, academic demands, what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day might accommodate the student.
- **Attention to the way you talk with and respond to the student.** Include examples of wording you would use to respond to, redirect, remind the student about expectations. Consider how you would be attuned to communicating caring and support, avoiding power struggles, and holding student accountable and responsible for behavior.
- **Involvement of student in processing situations.** Use individual meetings to problem solve collaboratively, "contract," identify alternative/ replacement behaviors and follow-through on ideas. Offer examples of how you would initiate and engage in such a process.
- **Recognition** of appropriate behavior, adherence to expectations, use of *new* skills. Identify ways you will go about acknowledging the student for the appropriateness of his or her behavior, giving examples of when, what, and how you will do.
- **Use of an array of interventions, including "short & sweet" ones, consequences, reinforcements, and time out.**
- **Create a record keeping plan,** identifying how to track student behavior in response to the intervention plan. Consider when, how often, and what you will document to determine how the plan is supporting student outcomes and working for the teacher/ you.

Remember the plan is more than a list. It ought to include examples of what you might say, do, or design. Offer justification based on the data and readings to support the ways you will use the ideas you suggest.

Portfolio Considerations:

As you review your experience *conducting functional behavior assessments* and *designing behavior intervention plan*, reflect on what you have learned about yourself as a teacher/ special educator: After looking at the observational data you collected and analyzed in Part I, discuss your confidence and views regarding the process in helping you understand both student and your behavior in the learning environment. As you evaluate the set of ideas you generated and pieced together in Part II, reflect on your comfort and competence identifying alternative ways to support and teach students appropriate behaviors, to engage in the learning environment, and work with peers and teachers. Consider how your work is evidence of specific competencies (refer to the rubrics, CEC Standards, and the Role Model), objectivity with viewing and understanding the student, and what you continue to work on to enhance your own proficiency. As you consider the challenges of the task, think about what you do to improve your facility with the thinking, decision making, problem solving, practices, and writing that will enhance your in the future.

follows ATTACHMENT B

Assessment 6 (required) – Scoring Guide for the Assessment
Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Work Sample

The set of rubrics for this assessment are designed to support pre-service teachers as they conduct functional behavior assessments and develop behavior intervention plans. The rubrics are designed to integrate course activities and readings and clarify the description of the assignments pre-service teachers receive. The rubrics convey expectation for performance and support self-assessment. Self-assessment requires pre-service teachers to reflect on their own performance and revisit the interrelationships among the identified tasks and their understanding of the different content areas that inform their practice. Performance on the project is summarized on the overview chart.

FUNCTIONAL BEHAVIOR ASSESSMENT RUBRIC

Part I: Functional Behavior Assessment (FBA)	RATING		
COMPONENTS OF THE ASSIGNMENT INCLUDING CRITERIA	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
<p><i>A. Collect Data</i> (CEC Standard 5, 8)</p> <p>Anecdotal Records – brief narrative descriptions of focus student in four situations. Descriptions include:</p> <ul style="list-style-type: none"> • <u>definition of student's behavior(s)</u>; describing what the s/he is doing in clear, observable, nonjudgmental terms (action words that create a picture) • <u>description of the context</u> - identification of what is happening around the student - instructional demands of the situation (type of tasks, independent vs. group work), expectations for behavior and performance, <u>and</u> the setting of <i>where</i> the situation takes place and where players are located relative to each other • <u>the chronology of events</u> - what the student says and does, what other players say and do, the chain of events in terms of what happens first and what action-reactions occur; sequence of what happens prior to and following the student's behavior(s) - teacher response(s), peer response(s), actions 	<p>Presents four separate situations, identifying misbehavior and its impact on classroom or teacher rather than reporting the description objectively and including the elements of the context</p>	<p>Presents four separate situations with a sense of sequence that describe what the student does (misbehavior), using both objective and subjective language and including key features of the context</p>	<p>Articulates objective descriptions of four distinct situations; conveying a clear sequence of actions and occurrence; and defining the misbehavior through impartial language, identifying the operating expectations and including elements of the context comprehensively</p>
<p><i>B. Conduct a Functional Analysis</i> (CEC Standard 2, 3, 4, 5, 6, 7, 8)</p> <p>A. Chart each of the observations in an ABC (antecedent-behavior-consequence) framework, representing the sequence, behavior pathway, factors impacting behavior and escalation when it applies (including setting events when known)</p>	<p>Provides charts for each of the anecdotes that collapses data rather than analyzes what transpired, summarizing what took place</p>	<p>Provides charts for each of the anecdotes giving a sense of sequence and separating factors impacting behavior with some confusions</p>	<p>Uses charts for each of the anecdotes to represent the connections among setting events-antecedents-behaviors-consequences, sequence of events, sort out factors impacting behavior, and track evidence of escalation</p>

COMPONENTS OF THE ASSIGNMENT INCLUDING CRITERIA	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
<p>C. Develop a set of Hypotheses about the behavior that offers educated guesses, examines the behavior from multiple perspectives, and identifies (list below): (CEC Standard 2, 3, 4, 5, 6, 7, 8)</p> <ul style="list-style-type: none"> • How the behavior(s) is inappropriate and what kind(s) of patterns of behavior exist • Goals of misbehavior - Function of behavior (purpose, goal, intent, outcome student is seeking) – <i>think in terms of student needs</i> • Impact of Setting/ context: description of what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day – <i>think in terms of way behavior is impacted by the surroundings</i> • Impact of Antecedent: event or action(s) that directly precede behavior(s), stating what precipitates/ sets off behavior – <i>think in terms of what might stimulate the behavior</i> • Impact of Consequence: accounting for <u>response(s)</u> to student behavior, events and/ or actions that occur directly following student behavior and possibly maintains behavior – <i>think in terms of what might be perpetuating the behavior or what the student gets</i> • Evidence of Missing Social Skills Necessary for participation in instruction to help student – <i>think in terms of what skills (see checklist) would serve the student in the situation</i> and what specific social skill s/he has not mastered in order to participate effectively in the situation (examples: be in touch with what is going on, express feelings, ask for what wants, examine choices for behavior (connect feelings-thoughts-behaviors)) 	<p>States hypotheses about student behavior, focusing primarily on student and impact of behavior on classroom and behavior rather than taking into consideration the relationship of factors within setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills</p>	<p>Offers hypotheses for each of the anecdotes, that examine some of the following: the impact of setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills.</p>	<p>Provides sets of hypotheses for each of the anecdotes, accounting for setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills; reflecting the data collected</p>
<p>D. Summarizes Findings (CEC Standard 2, 3, 4, 5, 6, 7, 8)</p> <p>Indicate patterns of behavior, environmental triggers, types of responses student receives, and extent to which student reads social situation and has skills to engage</p>	<p>Provides an overview of student misbehavior, indicating what needs to be changed in the child without examining the function of the behavior or range of contributing factors</p>	<p>Extracts some patterns of behavior, highlighting misbehavior, identifying the function behavior(s) serve, and making some connections with situational factors</p>	<p>Extracts patterns of behavior, linking misbehavior to function behavior serves, environmental triggers, responses, and expectations; accounting for a range of possibilities that contribute to behavior and setting the stage for eventual adjustments to learning/ social situations, instruction and intervention</p>

BEHAVIOR INTERVENTION PLAN RUBRIC

Part II: Behavior Intervention Plan (BIP)	RATING		
COMPONENTS OF THE ASSIGNMENT INCLUDING CRITERIA	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
<p>A. <i>Overview</i> (CEC Standard 2, 3, 4, 5, 6, 7, 8)</p> <p>Design a plan for working with the student. Begin with an overview that connects information from your data & conclusions to your intervention ideas.</p>	<p>Justifies approach to intervention by honing in on impact of behaviors on others without addressing student needs in terms of social competence &/ or impact of environment</p>	<p>Justifies approach to intervention and suggestions for addressing behavior by making some connections among behaviors, social competence &/ or impact of setting.</p>	<p>Justifies approach to intervention by systematically and directly reflecting on patterns of behaviors, social competence & features of learning/ social environment</p>
<p>B. <i>Formalize a Behavior Intervention Plan</i> (CEC Standard 2, 3, 4, 5, 6, 7)</p> <p>Formalize a behavior intervention plan that contains a number of options and includes how to:</p> <ul style="list-style-type: none"> • Treat the function of behavior (purpose, goal, intent, outcome student is seeking) as a reference to focus direct social skill instruction - identify what you will teach and how you will involve student(s). • Modify the situation(s) - adapt classroom demands/ context: (use of physical space, academic demands, what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day). • Re-examine own/ teacher behavior - attend to the way you <u>talk</u> with and respond to the student (including examples of the wording you would use to communicate caring and support, avoid power struggles, hold student accountable and responsible for behavior) • Involve student in processing situations to: use individual meetings and contracting, collaboratively problem solve, identify alternative/ replacement behaviors, introduce self-regulation, and follow-through on ideas • Use an array of interventions, including pro-active and “short & sweet” ones, consequences, reinforcements, time out and contracting 	<p>Creates a general behavior intervention plan that mentions some of the following ways to address the function of the behavior, including student in planning alternatives, incorporating direct instruction of social skills, and proposing ways to modify characteristics of the instructional setting, teacher behavior. Suggests strategies that are related to behavior, but ignore some of the data collected.</p>	<p>Creates a behavior intervention plan that offers ideas to address the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Identifies a variety of general strategies to use depending on situations.</p>	<p>Creates and organizes a behavior intervention plan that systematically addresses the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Articulates a range of pro-active, instructional, and response strategies to use depending on specific situations.</p>
<p>C. <i>Establish a Record Keeping Plan</i> (CEC Standard 4, 5, 7, 8)</p> <p>Establishes record keeping plan for monitoring student behavior and responsiveness to interventions</p>	<p>Identifies subjective measures to determine the effectiveness of interventions, focusing on how the teacher feels.</p>	<p>Generates tools for collecting data over time, focusing more on decreasing misbehavior versus combining with use of additional social skills or replacement behaviors.</p>	<p>Generates tools for collecting data over time, focusing on decreasing misbehavior and student use of additional social skills or replacement behaviors. Develops examples of tools.</p>
OVERALL RATING	/21		

GRADING/ SCORING: 20-21 - A; 18-19 - A/B; 16-17 - B; 14-15 - B/C; 13- C; 11-12 - C/D; - D; < 10 F

SUMMATIVE SCORING FORM
FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN EVALUATION

COMPONENTS OF THE FBA/BIP ASSIGNMENT	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
PART I: FBA			
COLLECT DATA: ANECDOTAL RECORDS (CEC Standard 5, 8)			
CONDUCT A FUNCTIONAL ANALYSIS: CHART (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
CONDUCT A FUNCTIONAL ANALYSIS: DEVELOP A SET OF HYPOTHESES (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
SUMMARIZE FINDINGS (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
PART II: BIP			
OVERVIEW (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
FORMALIZE A BEHAVIOR INTERVENTION PLAN (CEC Standard 2, 3, 4, 5, 6, 7)			
ESTABLISH A RECORD KEEPING PLAN (CEC Standard 4, 5, 7, 8)			
TOTALS			

SUMMATIVE SCORING FORM
FOR CONNECTING STUDENT PERFORMANCE TO CEC STANDARDS
 FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN EVALUATION

The evaluator will use the form below to indicate to students how performance on the *Functional Behavior Assessments and Behavior Intervention Plans* reflect competence on each of the CEC Standards, giving feedback for specific areas of study to pursue in addition to the applied skills defined by the assessment/ set of assignments.

CEC STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

ATTACHMENT C

Assessment 1 (required) – Data Derived from Assessment

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Work Sample

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each category which will allow the program to analyze each FBA/BIP component.

COMPONENTS OF THE FBA/BIP ASSIGNMENT	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
PART I: FBA			
N =	(#) % of Total N	(#) % of Total N	(#) % of Total N
COLLECT DATA: ANECDOTAL RECORDS (CEC Standard 5, 8)			
CONDUCT A FUNCTIONAL ANALYSIS: CHART (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
CONDUCT A FUNCTIONAL ANALYSIS: DEVELOP A SET OF HYPOTHESES (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
SUMMARIZE FINDINGS (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
PART II: BIP			
OVERVIEW (CEC Standard 2, 3, 4, 5, 6, 7, 8)			
FORMALIZE A BEHAVIOR INTERVENTION PLAN (CEC Standard 2, 3, 4, 5, 6, 7)			
ESTABLISH A RECORD KEEPING PLAN (CEC Standard 4, 5, 7, 8)			
TOTALS			

SUMMATIVE SCORING FORM
FOR CONNECTING STUDENT PERFORMANCE TO CEC STANDARDS
 FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN EVALUATION

The evaluator will use the form below to indicate to students how performance on the *Functional Behavior Assessments and Behavior Intervention Plans* reflect competence on each of the CEC Standards, giving feedback for specific areas of study to pursue in addition to the applied skills defined by the assessment/ set of assignments.

CEC STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
N =	(#) % of Total N	(#) % of Total N	(#) % of Total N
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			