

**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***

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**1. Description of the assessment and use in the program**

NO CHANGES

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

The emphasis of this assessment is on Standards 4, 5, 7, and 8. Although this assessment is focused primarily on Standard 5 Learning Environments and Social Interactions, it is vital for an assessment such as this to also integrate the importance of instruction and assessment. This is why standards 4, 7, and 8 are also included. Other standards minimally addressed are included in the assessment but these are not examined for the purpose of program assessment. See original report for descriptions about how this assessment aligns with standards.

**3. A brief analysis of data findings**

Findings from Assessment 6, *FBA/BIP Work Sample* include 2006-2007 and 2007-2008 data and are organized by each component of the assessment including an overall assessment score for both years. Final averages are provided for the component data. This work sample is utilized by both the undergraduate and PB SPED program.

Findings from Assessment 6 show that a high majority of the 16 candidates who completed this assessment over two years met or exceeded expectations on all components of this assessment. Only 1 candidate was rated as needs improvement on two components of the assessment. Ratings across components appear to be consistent over the two years of data although there was some minor slippage from 06-07 to 07-08 on a couple of components. One area that may need some examination is candidates' ability to establish a record keeping plan although further data will help us to clarify how well we are teaching our candidates to achieve this standard. The slight drop in overall scores from 06-07 to 07-08 was impacted by one candidate's needs improvement score. Overall it is important to note that 68% of candidates exceeded expectations on this assessment which shows a high degree of candidate competency in relation to the standards assessed by the FBA/BIP.

**4. Interpretation of how data provide evidence for meeting standards**

The data clearly shows that a majority of candidates have successfully met or exceeded expectations related to the components of this assessment. This is a very solid assessment in our program and has been utilized in our coursework and field experiences for several years. It has undergone several improvements and will continue to be examined in light of this data and information from faculty and candidates in the program. As a program, we realized the need to establish more foundational work on the standards addressed here, especially Standard 5. Therefore, in the graduate initial certification curriculum proposal for 08-09 (this will replace the PB SPED program), we hope to add a new course, *Positive Behavior Supports*. In this course we will introduce the concept of FBA/BIP and focus energies on content and skills for Standard 5. Candidates will still have to complete the FBA/BIP during Internship II, but will have some foundational work completed in the newly-proposed course. It will be important to examine the data in upcoming years to document the impact of this important move. In any case, we are pleased with how this assessment has worked in our program as is evident in the data summary.

**Assessment Documentation**

**ATTACHMENT A**

**Assessment Tool or Description of the Assessment**

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

**NO CHANGES TO DESCRIPTION OF THE ASSESSMENT**

**Scoring Guide for Assessment**

*Formative Assessment and Instruction Work sample*

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**NO CHANGES TO DESCRIPTION OF THE ASSESSMENT**

**Data for Assessment 6: FBA-BIP**  
**ATTACHMENT C**  
 2006-2007; 2007-2008

### Number of Candidates Who Completed Assessment 6

2006-2007 Candidates, N=	8
2007-2008 Candidates, N=	8
Total Candidates	16

### Assessment 6: Data Summary

For each component of the assessment, scores are reported by number of candidates and corresponding percentages. For each year an average is provided for each component.

Component of Assessment	Needs Improvement (1)				Meets Expectations (2)				Exceeds Expectations (3)				Average	
	06-07		07-08		06-07		07-08		06-07		07-08		06-07	07-08
Part I: FBA														
Collect Data: Anecdotal Records <b>CEC Standards 5,8</b>	0	0%	0	0%	3	38%	4	50%	5	62%	4	50%	2.63	2.50
Conduct a Functional Analysis: Chart <b>CEC Standard 8</b>	0	0%	0	0%	4	50%	4	50%	4	50%	4	50%	2.50	2.50
Conduct a Functional Analysis: Develop a Set of Hypothesis <b>CEC Standards 5,7,8</b>	0	0%	0	0%	4	50%	5	63%	4	50%	3	37%	2.50	2.38
Summarize Findings <b>CEC Standards 5,7,8</b>	0	0%	0	0%	3	38%	2	25%	5	62%	6	75%	2.63	2.75
Part II: BIP														
Overview	0	0%	1	13%	2	25%	2	25%	5	62%	5	62%	2.63	2.50
Formalize a Behavioral Intervention Plan <b>CEC Standards 4,5,7,</b>	0	0%	0	0%	4	50%	2	25%	4	50%	6	75%	2.50	2.75
Establish a Record Keeping Plan <b>CEC Standards 5,8</b>	0	0%	1	13%	4	50%	4	50%	4	50%	3	37%	2.50	2.25

### Summary of Overall Assessment 6 Scores

A minimum score of 14 is a passing score for Assessment 6. Candidates can range from 0-21 points on their overall score for the work sample. Overall scores are reported in the following ranges by percentage and number of candidates in each of the categories.

Year	0-13		14-17		18-21	
	Needs Improvement (1)		Meets Expectations (2)		Exceeds Expectations (3)	
2006-2007	0	0%	2	25%	6	75%
2007-2008	1	13%	2	25%	5	62%
Total	1	7%	4	25%	11	68%

