

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

No change.

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

No change.

3. A brief analysis of the data findings.

According to the data, most of the candidates for whom there are data demonstrated competence collecting observational data, reporting anecdotal information objectively and thoroughly, and being attuned to behaviors and the context in which they occurred. The data further indicate that candidates analyzed what was happening with students in different situations and they met expectations with regard to drawing hypotheses about the impact of situations (antecedent, academic and social demands, and consequences, teacher responses) and goals of student behaviors, surmising student needs and desired outcomes. The data show that many of the candidates have met expectations, showing skills of matching the results of functional behavior assessment with related and relevant proactive and intervention approaches, but are working to expand their repertoires of ideas and/or make more precise plans according to individual social, emotional, and behavioral needs. The data further provide evidence that they are aware of the importance of continuous data collection and set plans for ongoing assessment of social competence and behavior and effectiveness of interventions. Missing data resulted from a new adjunct teaching the course who was not informed of the need for the FBA/BIP requirement. The candidates have a second opportunity for instruction during the Assessment Course designated under special education and will have opportunities during the subsequent semester. Data will be entered upon their completion of the assignment.

Candidates who need improvement have a basic knowledge of characteristics of learners, individual learning differences, language (of social situations), but have not synthesized information sufficiently to develop detailed accounting of behavior from multiple perspectives (ex. understanding the language of social situations in relation to behavior choices or seeing the relationship between teacher talk or academic demands and behavior) to suggest systematic and individualized series of proactive and intervention ideas. Work related to FBA/BIP is addressed during supervised practicum experiences and required again during the student teaching experience, giving candidates opportunity to gain further mastery of competencies as they work in the field with mentors.

4. Interpretation of how data provides evidence that CEC standards have been met.

Candidates demonstrate a basic knowledge of characteristics of learners, individual learning differences, language of social situations (Standard 2,3,6), collecting objective data regarding situations that focus on a student, accounting of behavior from multiple perspectives (Standard 4, 5, 7, 8), and using functional behavior assessments and hypotheses to design a systematic and individualized series of proactive and intervention ideas that include adjustments to teacher talk, instructional strategies, direct instruction, and strategies for working through crises and challenging behaviors (Standard 4, 5, 7, 8). Ongoing efforts to describe and clarify the tiers of proactive and intervention approaches and responses to challenging behaviors have been and will continue to be made as well as adding structure to action planning to guide articulation of behavior intervention plans. These will continue to be fine-tuned, examining results each semester. In addition, there will be new opportunities to engage

candidates in exploring more intensive treatment of the connections between FBA and BIP, when they enter the revised program option.

5. ATTACHMENT (A)

Assessment 6 (required) – Assessment Tool or Description of the Assignment

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

No change.

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

The rubric for this assessment has been revised to highlight the key CEC Standards targeted and to provide candidates with greater understanding of how the standards are applied to practice. Some minor wording changes have also been made. The redesign of the scoring form focuses on fewer standards per subtask as recommended by NCATE/CEC. While the emphasis is on Standards 4, 5, 7, and 8, there is a section which directly requires candidates to demonstrate their understanding of content from Standards 2, 3, and 6. See original report for descriptions.

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 style="text-align: center;">STANDARD 5 LEARNING ENVIRONMENTS STANDARD 8 ASSESSMENT</p> <p>A. Collect Data</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 	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	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	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 style="text-align: center;">STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS</p> <p>B. Conduct a Functional Analysis</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>	Provides charts for each of the anecdotes that collapses data rather than analyzes what transpired, summarizing what took place	Provides charts for each of the anecdotes giving a sense of sequence and separating factors impacting behavior with some confusions	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

COMPONENTS OF THE ASSIGNMENT INCLUDING CRITERIA	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
<p style="text-align: center;"> STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT </p> <p>C. Develop a set of Hypotheses about the behavior that offers educated guesses, examines the behavior from multiple perspectives, and identifies (list below):</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 <u>needs</u></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 style="text-align: center;"> STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT </p> <p>D. Summarizes Findings</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>
OVERALL RATING	/12		

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 style="text-align: center;">STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES</p> <p>A. Overview</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>		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	Justifies approach to intervention and suggestions for addressing behavior by making some connections among behaviors, social competence &/ or impact of setting.	Justifies approach to intervention by systematically and directly reflecting on patterns of behaviors, social competence & features of learning/ social environment
<p style="text-align: center;">STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 6 LANGUAGE STANDARD 7 INSTRUCTIONAL PLANNING</p> <p>B. Formalize a Behavior Intervention Plan</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 		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.	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.	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 style="text-align: center;">STANDARD 8 ASSESSMENT</p> <p>C. Establish a Record Keeping Plan</p> <p>Establishes record keeping plan for monitoring student behavior and responsiveness to interventions</p>		Identifies subjective measures to determine the effectiveness of interventions, focusing on how the teacher feels.	Generates tools for collecting data over time, focusing more on decreasing misbehavior versus combining with use of additional social skills or replacement behaviors.	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.
OVERALL RATING		/9		

ATTACHMENT C

**Assessment 6 (required) – Data Derived from Assessment
Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Work Sample**

Assessment 6 Number of Candidates 2006-2007 N = 19 2007-2008 N=10	Assessment # 6											
	Functional Behavior Assessment - Undergraduate											
	Needs Improvement AY 06-07		Meets Expectations AY 06-07		Exceeds Expectations AY 06-07		Needs Improvement AY 07-08		Meets Expectations AY 07-08		Exceeds Expectations AY 07-08	
	#	%	#	%	#	%	#	%	#	%	#	%
Standard 5, 8 Part I: FBA Collect Data	1	5.3%	8	42.1%	6	31.6%	0	0.0%	1	16.7%	2	33.3%
Standard 4, 5 Part I: FBA Funct. Analysis: Chart	0	0.0%	9	47.4%	6	31.6%	0	0.0%	1	16.7%	2	33.3%
Standard 4, 5, 7, 8 Part I: FBA Funct. Analysis: Hypotheses	2	10.5%	7	36.8%	6	31.6%	1	16.7%	2	33.3%	0	0.0%
Standard 4, 5, 7, 8 Part I: FBA Sumarize Findings	2	10.5%	8	42.1%	5	26.3%	0	0.0%	2	33.3%	1	16.7%
Standard 2, 3 Part II: BIP Overview	0	0.0%	11	57.9%	4	21.1%	0	0.0%	1	16.7%	2	33.3%
Standard 4, 5, 6, 7 Part II: BIP Formalize BIP	4	21.1%	7	36.8%	4	21.1%	0	0.0%	1	16.7%	2	33.3%
Standard 8 Part II: BIP Establish Record Keeping	2	10.5%	6	31.6%	3	15.8%	0	0.0%	1	16.7%	2	33.3%