

**CIEP M31: BEHAVIOR INTERVENTION:
ASSESSMENTS AND SUPPORTS
Loyola University Chicago**

**Spring 2011
Cudahy Library – Room #318
Wednesdays @12:35-3:35**

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Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University -- a

diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice". This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the School of Education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs>

The Positive Behavior Support Case Study assesses the following standards from the conceptual framework:

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF 6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF 8: Candidates apply ethical principles in professional decision-making.

The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed. For more information about CEC standards, go to <http://www.cec.sped.org/>.

The Positive Behavior Support Case Study assesses the following CEC Standards 4, 5, 6, 8, 9, and 10.

Technology

Candidates will be responsible for regularly accessing their BlackBoard accounts at <http://blackboard.luc.edu>. BlackBoard will be used to post the syllabus, course documents, and other relevant information. Candidates will also be responsible for activating their LiveText accounts. Candidates MUST use their Loyola University Chicago email address with LiveText. This course requires the use of LiveText in order for candidates to submit the Positive Behavior Support Case Study. The instructor MUST assess candidate's work using LiveText, and thus students must activate their account no later than mid-semester.

Candidates will access www.pbis.org throughout the semester and search for information related to PBS.

Additional websites of interest to participants in this course include www.swis.org www.aimsweb.org

www.whatworks.ed.gov www.interventioncentral.com

Diversity

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Teacher Prep Courses with Clinical Components

Candidates are required to complete a minimum of two full days at their clinical site each week, for 10 weeks during the semester. Any unexcused or missed hours over an extended period of time will be required to be made up prior to the end of the semester. Completion of the Positive Behavior Support Case Study is dependent upon full participation at the clinical site. Documentation of your clinical hours of attendance, as well as a clinical performance evaluation completed by your cooperating professional factor into the Clinical Coursework Mini-Assignments points total.

Description

The purpose of this course is to develop candidates' ability to provide positive supports to learners whose behavior impedes their learning. These supports are typically developed through assessments (data collection, interview techniques, and classroom observation) and interventions (e.g., schoolwide, group supports, individual/comprehensive supports). Theories to be discussed include: teaching new skills (e.g., replacement behaviors), conflict resolution, crisis prevention/intervention, problem solving skill development, self-monitoring skill development, quality of life interventions, self-determination, and community school supports. Candidates will learn to understand universal supports, plan and develop group and individual supports (e.g., functional behavioral assessments, write positive behavior interventions plans, and write individual educational plans (IEP)), within a diverse environment.

Course Objectives

Understanding the characteristics of learners: The competent learning behavior specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21) (LBS2: A-D; CC2: D, F, G, J, K, L, N, Q, R; NASP Standard 4, 5)

Assessment: The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21) (LBS3: B, C, E, I, L, M, O; CC3: B, C, J, K, L, M, O, P; NASP Standards 1, 5, 6)

Planning for Instruction: The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. (LBS4: F, G, H, J, M, O, T, V-X; CC4: E, G, H, K, O, Q, T, U, W, BB; NASP Standards 1, 5, 8)

Learning Environment: The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (LBS5: A-F; CC5: A-CC; NASP Standards 3, 5)

Instructional Delivery: The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21) (LBS6: G, I, J, M, O, P, U, V; CC6: E, F, J-N; NASP Standards 9, 11).

Collaborative Relationships: The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students (LBS7: A,B; CC7: A-H, J-T; NASP Standard 7)

Professional Conduct and Leadership: The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students learning and well-being (LBS8: A-C; CC8: C, D, F, H-K, M; NASP Standard 1, 9)

Reflection and Professional Growth: The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally (LBS9: A-B, CC9: D, E; NASP Standard 1, 9)

Required Texts

O'Neill, R., Horner, R., Albin, R. W., Sprague, J. R., Storey, K., & Newton, S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Upper Saddle River, NJ: Merrill Prentice Hall.

Supplemental readings are assigned each week. You can find the readings either posted on BlackBoard or accessed through the University Library system (<http://hn9yf5lh6v.search.serialssolutions.com>). These readings are not optional.

Additional References:

Adelman, H. S., & Taylor, L. (1999). Mental health in schools and system restructuring. *Clinical Psychology Review, 19*, 137-163.

Ballantyne, B. (1999, September). The year of the living Effective Behaviour Support. Retrieved March 29, 2000 from the World Wide Web: <http://www.bepvpa.bc.ca/>

Carr, E., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J., Albin, R. W., Koegel, L. K., & Fox, L. (2001). Positive Behavior Support: Evolution of an Applied Science. *Journal of Positive Behavior Interventions*,

Carr, E., & Durand, M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis, 18*(2), 111-126.

Colvin, G. (1991). *Procedures for establishing a proactive school-wide discipline plan*. Eugene, Oregon: Project PREPARE, College of Education, University of Oregon (29 pages).

Donnellan, A. M. (1999). Invented knowledge and autism: Highlighting our strengths and expanding the conversation. *The Journal of the Association for Persons with Severe Handicaps, 24*(3), 230-236.

- Dunlap, D., & Morelli-Robbins, M. (1990). *A Guide for reducing situation-specific behavior problems with task intersperse [Field Test Draft]*. Florida Mental Health Institute, University of South Florida.
- Edmonson, H. & Turnbull, A. (2002). *Positive behavioral supports: Creating supportive environments at home, in schools, and in the community*. In *Visions for the 21st Century*. Wiley Publishing: New York.
- Elmore, R., F. (1996). Getting to scale with good educational practice. *Harvard Educational Review, 66(1)*, 1-26.
- Etscheidt, S. K., & Bartlett, L. (1999). The IDEA amendments: A four-step approach for determining supplementary aids and services. *Exceptional Children, 65(2)*,
- Field, S., & Hoffman, A. (1996). Promoting self-determination in school-reform, individualized planning, and curriculum efforts. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the life span: Independence and choice for people with disabilities* (pp. 197-213). Baltimore, MD: Brooks Publishing.
- Fullan, M. (1998). *Change forces: Probing the depths of educational reform*. London: The Falmer Press.
- Gallagher, J. J. (1998). Education, alone, is a weak treatment. *Education Week on the WEB: Commentary [Online]*. Available: www.edweek.org/ew/1998/42gallag.h17 (Accessed 7/8/98).
- Guess, D. (2000). *Serving persons with severe and profound disabilities: A work in progress*. In M. Wehmeyer & J. R. Patton (Eds.), *Mental retardation in the 21st Century* (pp. 91-111). Austin, TX: PRO-ED.
- Horner, R. H. (2000). *Positive Behavior Supports*. In M. Wehmeyer & J. R. Patton (Eds.), *Mental retardation in the 21st century* (pp. 181-196). Austin, TX: PRO-ED.
- Hunt, D., & Sullivan, E. V. (1974). *Between psychology and education*. Hillsdale, Illinois: Dryden Press.
- Knight, J. (1998). Do schools have learning disabilities. *Focus on Exceptional Children, 30 (9)*, 1-14.
- Kroeger, S., D., Leibold, C. K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *Teaching Exceptional Children, 32(1)*, 4-9.

- Lawson, H., & Sailor, W. (2000). Integrating services, collaborating, and developing connections with schools. *Focus on Exceptional Children, 33* (2),1-22.
- Lewis, T., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review, 27*(3), 445-459.
- Mayer, G., R., & Sulzer-Azaroff, B. (1991). *Interventions for Vandalism*. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 559-580). Silver Springs, MD: National Association of School Psychologists.
- Quinn, M. M., Gable, R. A., Rutherford, R. B., Nelson, C. M., & Howell, K. W. (1998). *An IEP team's introduction to functional behavioral assessment and behavior intervention plans*. Washington D.C.: The Center for Effective Collaboration and Practice (22 pages).
- Taylor, G., S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R., Sugai, G., & Hall, S. (1997). School-wide behavior support: Starting the year off right. *Journal of Behavioral Education, 7*(1), 99-112.
- Turnbull, H. R., Turnbull, A. P., Wilcox, B., Sailor W., & Wickham, D. (1999). *Technical assistance guidance: Positive behavioral interventions and supports for students with disabilities who have impeding behavior*. The Beach Center on Family Disabilities; The University of Kansas: (in vetting process) (70).
- Turnbull, A. P., Edmonson, H., Wickham, D., Griggs, P., Sailor, W., & Guess, D. (2002). Positive behavioral supports: A blueprint for change. Submitted to Focus on Exceptional Children.
- Sugai, G., Horner, R., Dunlap, G., Lewis, Nelson, C., Scott, T., Liaupsin, C., Ruef, M., Sailor, W., Turnbull, A., Turnbull, H., Wickham, D., & Wicox, B. (1999). *Applying positive behavior support and functional behavioral assessment in schools*. Washington D.C.: OSEP Center on Positive Behavioral Intervention & Support (44 pages).
- Smith, R. G., & Iwata, B. (1997). Antecedent influences on behavior disorders. *Journal of Applied Behavior Analysis, 30*(2), 343-375.
- Sidman, M. (1989). *Coercion and its fallout*. Boston, Massachusetts: Authors Cooperative, Inc.

Sailor, W. (2000/ in press). "School-linked services" and the reinvention of the American community. *Focus on Exceptional Children*,

Risley, T. R. (1999). Forward: *Positive behavioral support and applied behavior analysis*, unpublished paper.

Warren, J.S., Edmonson, H., Griggs, P., Lassen, P., McCart, A., Turnbull, A., & Sailor, W. (2002). Urban Applications of School-wide Positive Behavior Support: Critical Issues and Lessons Learned. Submitted for Review - *Journal of Positive Behavior Interventions*.

Evaluation Procedures

- Candidates will be expected to demonstrate **professionalism** (i.e., attendance, participation) both in-class and at school sites. Candidates who are late to or miss (without permission) more than two sessions cannot earn an A. Candidates are expected to share their knowledge and understanding of course content through various activities:
 - Candidates will take **weekly quizzes**. The rationale for quizzes is two-fold: for students to self-manage their performance with regard to the acquisition of key concepts and for the instructor to modify instruction to promote the acquisition of key concepts. Each quiz will be worth 10 points.
 - Candidates will participate during **in-class group activities**. Activities will be related to weekly course content, as well as experiences at your clinical placement. All activities will be completed within the class period.
 - Candidates will participate in a **5-Minute Spotlight** or the opportunity to demonstrate an understanding of course concepts in relation to their clinical experience(s). The candidate is expected to facilitate a class discussion or activity based on the concept being discussed that week. Candidates will submit a reflection of their spotlight prior to the next week's class (one-page maximum limit for reflection).
- Candidates will complete a **Positive Behavior Support Case Study** in collaboration with their cooperating professional in order to address the needs of a student not responding to school- and class-wide interventions. You will develop and support implementation of an individualized positive behavior support plan for this student based upon functional behavior assessment outcomes. You also must teach a replacement behavior to the student or one behavioral expectation to the class your student is attending as part of your plan. Candidates will give a formal presentation of their case study, which will serve as the final for this course.

- Candidates will demonstrate the skills, knowledge, and professionalism taught and modeled in this course through **clinical coursework mini-assignments**. Candidates will be responsible for completing assignments and the required hours during the clinical placement. The purpose of the assignments is to provide students with feedback on activities leading up to the final positive behavior support case study. Assignments will vary in the number of points associated with each.

Grading		Course Grade Percentages			
Weekly Quizzes	100 pts				
5-Minute Spotlight	15 pts.		87-89 B+	77-79 C+	67-69 D+
In-Class Activities	15 pts	93-100 A	83-86 B	73-76 C	63-66 D
Clinical Coursework Mini-Assignments	60 pts.	90-92 A-	80-82 B-	70-72 C-	60-62 D-
Positive Behavior Support Case Study & Presentation	60 pts				< 59 F

Schedule of Topics and Readings

Date	Topics/Class Activities	Readings Due
1/19/10	<ul style="list-style-type: none"> ✓ Introductions, Syllabus, 3-Tiered Prevention & Special Education Law 	
1/26/10	<ul style="list-style-type: none"> ✓ Understanding Challenging Behavior from a Behavioral Perspective 	<ul style="list-style-type: none"> ✓ Chandler & Dahlquist (2010) Chapter 2 ✓ Alberto & Troutman (2003) Chapter 1 <ul style="list-style-type: none"> --- Vignettes about Professor Grundy pgs 3-18 --- Behavioral explanation pgs 18-21 ✓ (h) Turnbull, R., Wilcox, B., Stowe, M., & Turnbull, A. (2001). IDEA requirements for use of PBS: Guidelines for responsible agencies, <i>Journal of Positive Behavior Interventions</i>, 3 (1), 11-18. <p style="text-align: center;">OR</p> ✓ (t) Horner, Dunlap, Koegel, Carr, Sailor, Anderson, et al. (1990). Toward a technology of "non-aversive" behavioral support, <i>JASH</i>, 15(3), 125-132.
2/02/10	<ul style="list-style-type: none"> ✓ Introduction to the Functional Behavior Assessment Process ✓ Problem Solving Model: Problem Identification <ul style="list-style-type: none"> -- Gathering Information 	<ul style="list-style-type: none"> ✓ QUIZ 1 ✓ Sugai, Lewis-Palmer, & Hagan-Burke (1999-2000). Overview of the functional behavioral assessment process. <i>Exceptionality</i>, 8, 149-160. ✓ O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997) Chapters 1 & 2 (up to page 35 – stop before Direct Observation). ✓ Read instructions for the FACTS

2/09/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Problem Identification -- Testable Hypotheses 	<ul style="list-style-type: none"> ✓ QUIZ 2 ✓ Chandler & Dahlquist (2010) Chapter 3 & 4
2/16/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Problem Analysis -- Collecting Data 	<ul style="list-style-type: none"> ✓ QUIZ 3 ✓ Alberto & Troutman (2003) Chapter 3 ✓ O'Neill et al. (1997) Ch 2 pgs 35-46 (stop before Interpreting FAOF Data) <p>*****CLINICAL MINI ASSIGNMENT #1 DUE*****</p>
2/23/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Problem Analysis -- Analyzing Data 	<ul style="list-style-type: none"> ✓ QUIZ 4 ✓ O'Neill et al. (1997) Chapter 2 pgs 46-54 (stop before Functional Analysis Manipulations) ✓ (o) Alberto & Troutman (2003) Chapter 4
3/02/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Plan Development part 1 -- Competing Pathways Model 	<ul style="list-style-type: none"> ✓ QUIZ 5 ✓ O'Neill et al. (1997) Chapter 3 ✓ Chandler & Dahlquist (2010) Ch 6 <p>*****CLINICAL MINI ASSIGNMENT #2 DUE*****</p>
3/09/10	<ul style="list-style-type: none"> ✓ SPRING BREAK 	
3/16/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Plan Development part 2 -- Antecedent strategies -- Teaching strategies 	<ul style="list-style-type: none"> ✓ Alberto & Troutman (2003) Chapter 2 ✓ (r) Dunlap & Kern (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. <i>School Psychology Quarterly</i>, 11(4), 297-312.

		<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ✓ (p) Lee, Sugai, & Horner (1999). Effect of component skill instruction on math performance and on-task, problem, and off-task behavior of students with emotional and behavioral disorders. <i>Journal of Positive Behavioral Interventions, 1</i>, 195-204. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ✓ (s) Colvin, Sugai, & Patching (1991). Precorrection: An instructional strategy for managing predictable problem behaviors. <i>Interventions in School and Clinic, 28</i>, 143-150.
3/23/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Plan Development part 3 -- Consequence strategies 	<ul style="list-style-type: none"> ✓ QUIZ 6 ✓ (sr+) Chandler & Dahlquist (2010) Chapter 7 ✓ Brooks, Todd, Tofflemoyer, & Horner (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. <i>JPBI, 5</i>, 144-152. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ✓ (sr-) Chandler & Dahlquist (2010) Chapter 8 ✓ Burke, Hagan-Burke, & Sugai (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape maintained problem behavior: Preliminary results from a single case study. <i>Learning Disabilities Quarterly, 26</i>. 15-25. <p>*****CLINICAL MINI ASSIGNMENT #3 DUE*****</p>
3/30/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Plan Development part 3 	<ul style="list-style-type: none"> ✓ QUIZ 7 ✓ Alberto & Troutman (2003) Chapter 8

	<ul style="list-style-type: none"> -- Consequence strategies -- Crisis plans 	
4/06/10	Problem Solving Model: Plan Implementation	<ul style="list-style-type: none"> ✓ QUIZ 8 ✓ Scott, DeSimone, Fowler, & Webb (2000). Using functional assessment to develop interventions for challenging behaviors in the classroom: Three case studies. <i>Preventing School Failure</i>, 44(2), 51-56. ✓ FIND AN ARTICLE ON THE IMPLEMENTATION OF AN INTERVENTION RELEVANT FOR YOUR CASE STUDY
4/13/10	<ul style="list-style-type: none"> ✓ Problem Solving Model: Plan Evaluation 	<ul style="list-style-type: none"> ✓ QUIZ 9 ✓ O'Neill et al. (1997) Chapter 4 ✓ Lewis-Palmer, Sugai, & Larson (1999). Using data to guide decisions about program implementation and effectiveness. <i>Effective School Practices</i>, 17(4), 47-53.
4/20/10	<ul style="list-style-type: none"> ✓ Pulling it all together 	<ul style="list-style-type: none"> ✓ QUIZ 10 ✓ Sprague, J. & Horner, R. (1991). Determining the acceptability of behavior support plans. In M. Wang, H. Walberg, & M. Reynolds (Eds.), <i>Handbook of Special Education</i>. Pergamon Press. ✓ Drasgow, Yell, Bradley, & Shriner (1999). The IDEA Amendments of 1997: A school-wide model for conducting functional behavioral assessments and developing behavioral intervention plans. <i>Education and</i>

		<i>Treatment of Children, 22(3), 244-266.</i>
4/27/10	✓ Taking it a step further	<ul style="list-style-type: none"> ✓ Scott & Caron (2005). Conceptualizing functional behavior assessment as prevention practice within positive behavior support systems, <i>Preventing School Failure, 50(1), 13 -20.</i> ✓ (h) Ingram, Lewis-Palmer, & Sugai (2005). Function-based intervention planning: Comparing the effectiveness of FBA: Indicated and contra-indicated intervention plans, <i>JPBI, 7(4), 224-236.</i> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ✓ (t) Scott, Bucalos, Nelson, Liaupsin, Jolivette, & Descha (2004). Using functional assessment in general education settings: Making a case for effectiveness and efficiency, <i>Behavioral Disorders, 29(2), 189-201</i>
5/02/10	FINALS: CASE STUDY PRESENTATIONS	

CIEP M31: Positive Behavior Support Case Study
Written Report

This project is to be completed in partial fulfillment of clinical requirements for certification. It also provides an authentic learning task which enables candidates to fully understand the process of implementing a problem-solving case study. This case study is a core assessment designed to address the School of Education’s Conceptual Framework Standards 2, 6, and 8.

The Positive Behavior Support case study report is intended to develop skills in conducting a functional behavioral assessment and developing and implementing an individualized positive behavior support plan. The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (problem identification, problem analysis, plan development, plan implementation, and plan evaluation) based on the data you have collected.

	Target	Acceptable	Unacceptable
Introduction to case CF2, CF8 CEC 8, 9	Includes: Identifying information such as the student’s first name, age and grade. Records review information. Well written, thorough, and organized.	Includes: Identifying information such as the student’s first name, age and grade. Mostly grammatically correct.	Missing: Identifying information such as the student’s first name, age and grade. Poorly written, disorganized.
	4	3 2	1 0
Problem identification CF2, CF6, CF8 CEC 8, 9, 10	Includes: Interviews conducted with 3 different individuals knowledgeable of the student, and his/her social and academic performance. Testable hypotheses summarizing events responsible for triggering and maintaining problem behavior.	Includes: Interviews conducted with 2 different individuals knowledgeable of the student, and his/her social and academic performance. Testable hypotheses summarizing events responsible for triggering and maintaining problem behavior.	Missing: Interviews conducted with fewer than 2 different individuals. Incomplete or missing testable hypotheses.
	8 7 6	5 4 3	2 1 0

Problem analysis
CF2, CF6, CF8
CEC 5, 8, 9

Includes: Direct observation data conducted over 3 or more days, using the correct data collection methodology and tools. Direct observation data are graphed in Excel using the correct format. Conditional relationships are analyzed and represented graphically. A comparative analysis between interview and direct observation data. A clear, complete problem behavior summary statement (testable hypothesis) from which the competing pathways diagram is completed.

Includes: Direct observation data conducted over 2 days, using the correct data collection methodology and tools. Direct observation data are graphed by hand. Conditional relationships are analyzed and represented in a written summary. A comparative analysis between interview and direct observation data. A clear, complete problem behavior summary statement (testable hypothesis) from which the competing pathways diagram is completed.

Missing: Up to one piece of evidence is missing, sloppy, or very unclear, information is not clearly pulled together to complete the functional behavioral assessment.

10

9

8

7

6

5

4

3

2

1

0

Plan development and implementation
CF2, CF6, CF8
CEC 4, 5, 6, 7, 8, 9, 10

Includes: Competing pathways diagram completed in collaboration with the student's teacher(s). At least 1 strategy is agreed upon per intervention component (prevention, teaching, and consequence-based strategies). Intervention strategies are linked to assessment results and function of behavior (not the disability). Implementation of social skills lessons with the individual student and/or classroom-wide designed to teach replacement and desired behaviors. Two or more short-term and one long term behavioral objectives identified and written correctly. Action plan related to plan development and implementation completed.

Includes: Competing pathways diagram completed in collaboration with the student's teacher(s). Less than 1 strategy is agreed upon per intervention component (prevention, teaching, and consequence-based strategies). Intervention strategies are linked to assessment results. Implementation of a social skills lesson with the individual student designed to teach replacement and desired behaviors. One short-term and one long term behavioral objective identified and written correctly. Action plan related to plan development and implementation completed.

Missing: Up to one required element is missing or sloppy, descriptions are unclear or confusing, and/or level of detail is not enough to fully convey the plan. Intervention strategies are unrelated to assessment outcomes.

12 11 10 9 8 7 6 5 4 3 2 1 0

Plan evaluation
CF2, CF6, CF8
CEC 5, 8, 9, 10

Includes: Data decision rules regarding continuation, or modification IBSP. Three or more days of direct observation data collected post implementation. Direct observation data collected include data on replacement and/or desired behavior, along with problem behavior. Recommendations regarding plan implementation based upon data.

8 7 6

Includes: Data decision rules regarding continuation, or modification IBSP. Two days of direct observation data collected post implementation. Direct observation data collected for problem behavior only. Recommendations regarding plan implementation based upon data.

5 4 3

Missing: Up to one required element is missing, sloppy, unclear or confusing, and level of detail is insufficient to follow through with recommendations.

2 1 0

Products

Includes: Clear and completed permanent products including interviews, direct observation data collection forms, draft version of the competing pathways diagram and social skills lesson plan. Graphs are completed in Excel and formatted correctly. Written report is free of spelling and grammatical errors.

8 7 6

Included: Clear and completed permanent products including interviews, direct observation data collection forms, draft version of the competing pathways diagram. Graphs are completed by hand. Written report has few spelling or grammatical errors.

5 4 3

Missing: One item is missing, sloppy, or unclear. Written report has many spelling and grammatical errors.

2 1 0

Presentation
CF2, CF6
CEC 5, 9, 10

Includes: Powerpoint handouts are provided, along with any additional materials relevant to the case study. Content on Powerpoint slides is clear, complete, concise and organized. Presentation style includes appropriate eye contact, pacing, and language. Presenter remains within allotted time, facilitates discussion, and answers questions in a manner that reflects knowledge of the problem solving method as it relates to academic and behavioral assessment and intervention.

Includes: Powerpoint presentation is prepared. Content on Powerpoint slides is complete. Presentation style includes appropriate eye contact and language, but presenter's pace is too quick or presenter reads slides. Presenter answers questions in a manner that reflects knowledge of the problem solving method as it relates to academic and behavioral assessment and intervention.

Missing: Powerpoint presentation is incomplete or unorganized. Presenter's presentation style lacks all required elements. Unable to facilitate discussion or answer questions that reflect knowledge of content.

14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

OVERALL: TARGET ACCEPTABLE UNACCEPTABLE

TOTAL PTS: _____
60 PTS

<p>CF2: Student's overall category of performance/ability</p> <p><input type="checkbox"/> Target</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Unacceptable</p>	<p>CF6: Student's overall category of performance/ability</p> <p><input type="checkbox"/> Target</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Unacceptable</p>	<p>CF8: Student's overall category of performance/ability</p> <p><input type="checkbox"/> Target</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Unacceptable</p>
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