Positive Behavior and Supports

18-SPED-532

*Preparing Committed, Competent, Caring Educators*

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# **Course Description**

The purpose of this course is to provide educators with theoretical foundations of behavioral models with supporting research that fosters the development and learning of children/youth with behavior disabilities. A variety of proactive approaches for increasing appropriate behavior and for preventing and reducing problematic behavior are presented. The emphasis of this course is on positive instructional approaches and implementing **evidence-based practices** within least restrictive environments. The course addresses applications for individuals who might also have other disabilities and/or be gifted/talented. Attention to the CEC and INTASC content and performance standards and principles for all special educators is addressed throughout the course. This course fulfills the General Education Breadth of Knowledge areas that promote the development of critical thinking and effective communication, a Baccalaureate Competency. The course is closely aligned with Teaching Environments *18 SPED 530*.

UC NightWalk is a student organization that provides any UC student, faculty, or staff member transportation to any location within 3 blocks of campus after dark.  Operating hours are 8pm-12: 30 am Sunday-Thursday, and 8pm-1am Friday.  You are encouraged to utilize this service, which can take time to arrive, but also think about walking in groups, or utilizing the University shuttle as a great way to get to your vehicles after night classes.

# **Course Goals and Objectives**

At the completion of this course, the student will:

1. Have constructed a strong theoretical and practical base from which to make decisions for behavioral changes in personal and classroom situation through the review of current research and theory, including behavior assessment procedures [CEC Standard 1]
2. Have learned procedures for observing and evaluating environmental events that will enable reflective, collaborative decision making and proactive classroom management [CEC Standards 4, 8, 10]
3. Have reference to case studies on children/youth with behavior disorders that examine the relationships between and among various emotional, physical, social, and communication factors [CEC Standards 2, 5, 6]
4. Have acquired an array of empirically validated positive intervention and habilitative strategies that may be adapted for use in a variety of settings and with a variety of learners [CEC Standards 4, 6]
5. Be able to define and give examples of techniques for observing and recording existing behaviors and for analyzing the function of those behaviors within given social and environmental contexts [CEC Standard 8]
6. Be able to demonstrate various crisis intervention techniques [CEC Standard 4]
7. Be able to identify some of the major drugs used to treat behavioral problems, the most common side effects, and the relationship between pharmaceutical and behavioral interventions [CEC Standard 1]
8. Be able to demonstrate the ability to apply principles of classroom management by designing an environment that will minimize a student’s disruptive and maladaptive behavior and maximize his/her strengths for an inclusive population [CEC Standards 5, 7]
9. Have knowledge of relevant legal and ethical issues regarding behavioral interventions and employ professional standards of best practice in all interventions [CEC Standard 1]
10. Understand the impact of culture, class and ethnicity on the diagnosis and educational modifications, adaptations and accommodations necessary to support children/youth in addressing behavior that has been labeled problematic [CEC Standard 1,3]

**Pre-requisites**:

Admission to the undergraduate special education cohort or permission of the instructor.

# **Required Text:**

Alberto, P. A. & Troutman, A. C. (2008). *Applied Behavior Analysis for Teachers* (8th Ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall

ISBN # 0131592890

Scott, Anderson, Alter (2010).Managing Classroom Behavior Using Positive Behavior Supports. Pearson. ISBN-13:  9780137000586

Note: There is a set of optional readings for some weeks in Course Documents. Some of these may be required and some are optional.

**Note on Special Needs:**

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

**Person-First Language:**

Authors are encouraged to write using “*person-first*" language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (Retrieved on August 15, 2004 from <http://www.cec.sped.org/bk/Author_Guidel.ines_TEC.pdf>). For example, people-first language puts the person before the disability and it describes what a person *has*, not what a person *is*. A parent does not say about her daughter, who wears glasses (diagnosis: myopia), "My daughter is myopic." We do not ask, are you "cancerous?" Are you "freckled" or do you have freckles? Is a person "disabled" or does he or she have a disability label?

**Attendance & Participation:**

As educators, we are dedicated to outstanding education, setting high standards, and supporting students to reach those standards. Among those high standards are punctuality and attendance. Exemplary teachers arrive before their students, have prepared and organized classroom materials, and assist students in need after class. In order to promote these goals and strategies to achieve these standards, the University of Cincinnati Special Education program is committed to holding all teacher candidates to professional attendance levels. The professional attendance standards are as follows:

Teacher candidates attend all classes and actively participate in discussions. Teacher candidates complete all assignments in a timely manner (late assignments will cost **10%** of your grade per day). Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as evaluations of your performance (e.g., lead to an unsatisfactory grade, participation equivalent to ten percent of the course grade, points will be deducted for missed classes). If it is necessary for you to miss due to extenuating circumstances, **it is your responsibility to obtain notes**, assignments, and/or handouts from another participant as well as to become aware of any announcements. Please email the instructor before class or as soon as possible about an absence.

**Bluetooth**: Cell Phone? Please turn your cell phone off while in class. WiFi? Please refrain from checking your email or IM interactions during class time. Thanks.

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# **Policy on Academic Honesty**

University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, deception of effort, or unauthorized assistance, will be dealt with on an individual basis according to the severity of the misconduct. Academic dishonesty in any form is a serious office and cannot be tolerated in an academic community. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).

* **READINGS** –Many of the articles will have guide notes (GN) located in course documents. The article and text assignments will constitute content for the quizzes, or classroom participation.

**Assignment List\*:**

**Classroom layout** – You will create a diagram of your classroom that you are doing your FBA in. You will use a program at <http://www.gliffy.com/> more details about this assignment will be discussed in class. Discuss (a) the ability to establish a positive learning environment and standards of classroom behavior, (b) how you would engage in the appropriate use of low profile desists for managing minimally disruptive behavior, (c) how you would engage in the appropriate use of disciplinary action to handle significant student misbehavior. You will use the rubric \* Oliver & Reschly (2007).

* **Self- monitoring** – Students will pick an area in their daily lives that they would like to improve (i.e., increase number of hours studying, decrease number of hours watching T.V. etc). The student will graph the results on a daily basis for one week, withdraw for one week and implement for one week (BAB single subject design). The student will refer to the Vanderbilt, 2006 article.
* **Behavioral Principles Reflection of Self –** Participants will record on a weekly basis, observations of how **positive** reinforcement, **negative** reinforcement, **extinction**, **punishment, setting events** work in their daily lives. Observations will be two or three sentences and pick **only** one behavioral principle (positive, negative, extinction, punishment, setting events).

**Functional Assessment (FA)/BEHAVIOR SUPPORT PLAN –** Participants will complete a functional assessment in order to complete a Behavior Support Plan (BSP) using data collected from the current quarter. Participants will complete a case study with the formulation of a hypothesis statement (e.g., a behavioral pathway). Based on the hypothesis that a behavior serves a specific purpose for the individual, this hypothesis will be tested and a behavioral support plan will be developed using an **evidence-based practice**. As part of the assessment you will document your evaluation of classroom management techniques by using the rubric provided.

**Graduate students** will complete a BSP with a short literature review to support the chosen intervention. Email Dr. Haydon the name of your intervention before implementation.

(**\***Assignments not turned in by the specified date can receive a grade of zero (0 %) unless written arrangements were made in advance with the instructor. Blackboard assignments may become unavailable shortly after the due date of a given assignment. *Note*: Ten percent of the points will be deducted from the total earned on the assignment for each day it is late. An assignment is considered late if it is given to the course facilitator after the dismissal of the class when it is due.)

Classroom layout 10 points

Chapter 6 10 points

Behavioral Principles Reflection of Self 10 points

Self- monitoring 10 points

Midterm 20 points

Participation (end of CH Qs) 10 points

FBA/Project 30 points

***Total*** *100 points*

**Rubrics:**

Rubrics are provided for several of the course assignments (e.g., functional behavioral assessment, and behavior support plan). Participants must self-assess their own work product before turning it in. Assignments turned in without the self-assessment will be returned un-graded. All rubrics will be posted on Blackboard under the syllabus button.

# **Grading scale**

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| --- | --- |
| **Grading Scale – Graduate**  95-97 A 4.00 Excellent  92.5-94 A- 3.67  90-92 B+ 3.33  87-90.5 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00 | **Grading Scale – Undergraduate**  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00 |

**Directions for the functional behavioral assessment/BSP assignment (MSWord)**

1. Follow the suggested outline to complete this project using the Lane, Oakes, Cox (2012). Functional Assessment-Based Interventions: A University-District Partnership to Promote Learning and Success. *Beyond Behavior, 20*(3), 3-18.
2. Present a poster presentation describing the use of the FBA/BSP and selected intervention
3. Presentation of your findings should be of high quality – e.g., to be used as a poster for a poster session or for publication.

**INTASC**

**Principle #5: The teacher 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.**

*Implications for students with disabilities: Students' affiliation and acceptance within a community is an important basis for developing social responsibility, self-esteem and positive peer relations. Students learn more effectively when they are valued members of a learning community in which everyone can grow and learn. Teachers welcome students with disabilities and take deliberate action to ensure that they are included as members of the learning community. Teachers may also need to structure activities that specifically foster engagement, self-motivation and independent learning in students with disabilities.*

**General and Special Education Teachers**

**5.01** All General and Special Education Teachers identify the interests and preferences of students with disabilities and use this information to design activities that encourage students with disabilities to make positive contributions to the learning community. For example, the teacher recognizes that a fourth grade student with severe reading disabilities is a strong athlete and highlights these strengths during recess and physical education activities. In addition, the teacher selects books on famous athletes to use in the student’s reading fluency program.

**5.02** All teachers help students with disabilities develop positive strategies for coping with frustrations in the learning situation that may be associated with their disability. This is especially important for motivating students with disabilities who have developed feelings of helplessness in learning situations, who may display anger or aggression, or who may demonstrate a reluctance to take risks in academic or social situations. Teachers encourage students to take risks and persist in challenging situations. They modify tasks and learning/social situations to optimize student success. For example, when an eighth grade student cannot read the social studies text because it is too difficult to decode, the teacher arranges to have the book put on tape so that this student can access the content by listening and reading along with the tape.

**5.03** All teachers take deliberate action to promote positive social relationships among students with disabilities and their age-appropriate peers in the learning community. Thus, teachers may group students and construct learning tasks to help students with and without disabilities recognize the differential contributions that each student can make to the learning experience. For example, as part of an extensive thematic multimedia project, students with learning disabilities who have difficulty writing may prepare various oral interpretations of important issues that are integrated into the final multimedia presentation, while others can prepare the written text for the project.

**5.04** All teachers recognize factors and situations that are likely to promote (or diminish) intrinsic motivation, and create learning environments that encourage engagement and self motivation of students with disabilities. For example, a teacher can give credibility to the comments of a student with disabilities by repeating what the student said, then including the student’s contribution later in the discussion (i.e. “Remember when Trevor said … ”). Teachers help students with disabilities recognize the relationship between their own efforts and positive outcomes. For example, teachers have students monitor their progress using simple graphs and counting charts for such tasks as number of words read correct per minute, number of math facts mastered, or number of pieces assembled per hour. This enables students to "see" what they have accomplished and may stimulate them to achieve more. Teachers also offer choices and options to students with disabilities so that they develop a sense of control. For example, the teacher provides a menu of activities to a student with severe, multiple disabilities and allows the student to select the task that will be the focus of the next period’s work.

**5.05** All teachers participate in the design and implementation of individual behavioral support plans and are proactive in responding to the needs of individual students with disabilities within the learning community. They tailor classroom management and grouping to individual needs using constructive behavior management strategies, a variety of grouping options, and positive behavioral support strategies to create a learning context in which students with disabilities can attend to learning and respond in appropriate ways. For example, a third grade teacher seats a student with attentional/behavioral disabilities in a group that is close to her so that when she is providing whole group instruction, she can easily and inconspicuously cue the student to focus his attention.

**Special Education Teachers**

**5.06** All Special Education Teachers have a repertoire of effective strategies, including explicit teaching and adult-mediated and peer-mediated learning, for promoting positive behavior and building constructive relationships between students with disabilities and their age appropriate peers. They conduct functional behavioral assessments such as behavioral observations and analyses, explore optional strategies and activities, monitor outcomes, and design and implement positive behavioral support plans. Special education teachers individualize curriculum and instruction so that students with disabilities are motivated and challenged but not overwhelmed by learning demands.

**5.07** Special education teachers facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behavior. For example, knowing that a third grader with autism has trouble with transitions to new activities, a special education teacher establishes a system of 5-minute and 2-minute signals to cue a student that a new activity will soon begin, and works with the student’s general education teacher to implement the signals in a consistent manner throughout the day. In another situation, a teacher implements a sequence of strategies agreed upon earlier during a team discussion (i.e. general and special education teacher) about a 5 year-old child’s behavior and learning needs. In response to an outburst (including toy throwing and screaming), the general education teacher gets on the child’s eye level and calmly asks the child to state the rule and the consequence for the behavior. If the child does not respond, she states the rule and the consequence, and implements the consequence. Special education teachers take a leadership role in planning, implementing and evaluating behavioral crises programs. For example, an eleventh grade adolescent with a history of aggressive behavior refuses to participate in an activity in the science lab, and when redirected, becomes belligerent and upsets some of the lab materials. With the assistance of the special education teacher, the student is removed to an out-of-the-classroom setting to regain emotional and behavioral control. The special education teacher later assists in returning the student to the classroom.

**5.08** Special education teachers prepare students with disabilities to take an active role in their IEP planning process, when it is appropriate to do so, in order to support their commitment to learning, self-motivation and self-advocacy. For example, as part of their special education support class in middle school, special education teachers teach students how to identify their learning strengths and areas that need to be improved, how to set goals, and how to identify effective strategies and supports for learning and taking tests. They also help students learn effective communication skills and ways to participate in their planning conferences, including IEP conferences, when appropriate and with parent support.

**Baccalaureate Competencies of the University of Cincinnati General Education Program that the Course Addresses:** This course addresses the following baccalaureate competencies:

* Critical Thinking, through the application activities
* Effective communication through the Effective Teaching Skills
* Knowledge integration, through the need to bring information from previous courses to the class
* Social responsibility, through the emphasis on inclusion in the Individual Education Plan and the emphasis on meeting the needs of all children
* Information literacy, through the practice of accessing information on the Internet and Blackboard

**Assessment Guide for a Behavior Support Plan**

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| --- | --- | --- | --- |
| **(1) Focused and Functional**  Descriptors | Evidence | | Actions needed |
| Yes | No |
| * The problem behavior is pinpointed or described in specific language such that anyone could recognize it when it is occurring. The behavioral pathway is graphically represented including pathways for the desired and replacement behaviors. |  |  |  |
| * There are summaries of at least three sources of data on the problem behavior (triangulation). Data collection may include such things as ABC observations, event recording, records review, and personal interviews. If not, information still needed has been prioritized and assigned to team members to obtain immediately. |  |  |
| * Based on the triangulated data, a hypothesis is written out clearly stating the conditions and the function (or purpose) of the problem behavior. |  |  |

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| **(2) Instructional and Preventive**  Descriptors | Evidence | | Actions needed |
| Yes | No |
| * Specific antecedent procedures that change aspects of the environment to prevent behaviors from occurring are described in full. |  |  |  |
| * Changes are made in the current curricular design, process and/or delivery are specifically described. These changes are intended to create a better match between the present skills of the individual and the demands of the setting. |  |  |
| * Crisis management procedures, if needed, are explicitly listed including which adult will carry out each phase of the management plan. |  |  |
| **(3) Positive and Equivalent**  Descriptors | Evidence | | Actions needed |
| Yes | No |
| * At least one replacement or alternative behavior is listed (i.e., a social skill or behavior that is useful to the student and is, “functionally equivalent”). The new behavior must render the problem behavior ineffective and/or inefficient. |  |  |  |
| * A teaching plan is written out, including instructions on how to teach the replacement behavior and any other social skills lessons. |  |  |
| * There is a clear description of positive reinforcement procedures (e.g., encouragements, acknowledgements) designed to increase the desired (i.e. replacement) behavior. A reinforcement schedule and a follow up review date to check the progress of the desired behavior is also included in this part of the plan. |  |  |

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| **(4) Long-Term and Comprehensive**  Descriptors | Evidence | | Actions needed |
| Yes | No |
| * The plan considers goals and outcomes over the span of years vs. short-term behavioral outcomes. |  |  |  |
| * The support plan provides the individual with opportunities to demonstrate 1) generosity, 2) responsibility, and 3) mastery in interactions and work with adults and peers in the school, workplace, and community. |  |  |
| * An on-going data collection process is described and includes timelines for collecting data and for reviewing data to check for improvement. The support plan is adjusted in conjunction with these findings. |  |  |

Kroeger, S. D., & Phillips, L. (2007). A positive behavior support assessment guide. *Assessment for Effective Intervention 32(2)*

\*Rubric for classroom layout assignment.

Classroom organization and behavior management innovation configuration (Oliver & Reschly, 2007)

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| Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified from 0 – 4. Score and rate each item separately. Descriptors and/or examples are bulleted below each component. | **0** | **1** | **2** | **3** | **4** | rating |
| **Structured environment**   * Predictable routines established and taught (e.g., turning in homework, transitions, bathroom requests) and daily schedule is posted * environment is arranged for ease of flow of traffic and distractions minimized |  |  |  |  |  |  |
| **Active supervision and student engagement**   * teacher scans, moves in unpredictable ways, and monitor student behavior * teacher uses more positive to negative teacher-student interactions * teacher provides high rates of opportunities for students to respond * teacher utilizes multiple observable ways to engage students (e.g., response cards, peer tutoring) |  |  |  |  |  |  |
| **School wide behavioral expectations**   * a few, positively stated behavioral expectations, posted, systematically taught, reinforced, and monitored |  |  |  |  |  |  |
| **Classroom rules**   * a few, positively stated behavioral rules linked to schoolwide expectations * posted, systematically taught, reinforced, and monitored |  |  |  |  |  |  |
| **Classroom routines**   * classroom routines are systematically cock, reinforced and monitored within the context of the classroom (e.g., turning in homework, requesting assistance) |  |  |  |  |  |  |
| **Encouragement of appropriate behavior**   * procedures to acknowledge appropriate behavior at the group level (e.g., specific, contingent praise, tokens, activities, group contingencies, “good behavior game”) * procedures to encourage appropriate behavior at the individual student level (e.g., specific, contingent praise, behavior contracts) * data collection on frequency of appropriate behavior within classroom environment |  |  |  |  |  |  |
| **Behavior reduction strategies**   * antecedent strategies to prevent inappropriate behavior support plan (e.g., Pre-correction, prompts, environmental arrangements) * multiple procedures to respond to inappropriate behavior * differential reinforcement (e.g., reinforcing other, competing behaviors) * procedures to teach replacement behaviors and to reach each appropriate behavior (e.g., overcorrection) * effective use of consequences (e.g., planned ignoring, time out from positive reinforcement, reinforcing around targets students) |  |  |  |  |  |  |
| **Column Total:** | | | | | |  |

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| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No evidence that Concept is included in the class syllabus | concept mentioned in class syllabus | Concept mentioned in the syllabus and required readings and texts and/or quizzes | Concept mentioned, w/ readings, tests, and assignments, projects for app   * Observations * Lesson plans * Classroom Demonstration * Journal response | Concept mentioned with required reading, tests-projects-assignments and teaching with application and feedback   * Field work (practicum) * tutoring |

**Assessment Guide for a Functional Behavioral Assessment**

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| --- | --- | --- | --- | --- | --- |
| **Score**  **Criteria** | **0**  **Needs Improvement** | **1**  **OK** | **2**  **Better** | **3**  **Excellent** |  |
| **1.**  Data Collection | Little or no effort to gather ongoing data was attempted | Only two sources of data collection are described and not over time | Data is triangulated, but not over time | Data is triangulated and uses a diversity of tools (e.g., Informant, Direct, and Records) over time | **0**  **1**  **2**  **3** |
| **2.**  Student Assets | Little or no description of student assets are described | Student assets are present but narrow in focus, missing areas of importance | There is an accurate reflection of some student assets | There is an accurate reflection of student interest, learning profile, affect, and preferences | **0**  **1**  **2**  **3** |
| **3.**  Target behavior pinpointed | Behavior is not pinpointed, more inference, and is not supported by data | Behavior is pinpointed but may not be important or keystone, needs more data collection | Target behavior is recognizable and important, needs more data collection | The target behavior is clear, measurable, recognizable, important (e.g., keystone) and supported by the data | **0**  **1**  **2**  **3** |
| **4.**  Antecedent: Where | Inadequate description of where the behavior is/is not occurring | Where the behavior is occurring is presented, but it is not known if it is/not occurring elsewhere | Where the behavior is and is not occurring is described but lacks clarity | Clear and thorough description of where the challenging behavior is most likely and least likely to occur | **0**  **1**  **2**  **3** |
| **5.**  Antecedent: When | Inadequate description of when the behavior is/is not occurring | When the behavior is occurring is presented, but it is not known if it is/not occurring other times | When the behavior is and is not occurring is described but lacks clarity | Clear and thorough description of when the challenging behavior is most likely and least likely to occur | **0**  **1**  **2**  **3** |
| **6.**  Antecedent: With Whom | Inadequate description of with whom the behavior is/is not occurring | Who the behavior is occurring with is presented, but it is not known if it is/not occurring with others | With whom the behavior is and is not occurring is described but lacks clarity | Clear and thorough description of with whom the challenging behavior is most likely and least likely to occur | **0**  **1**  **2**  **3** |
| **7.**  Consequences and Results of the behavior | Consequences are not described or unclearly described | Consequences are described but in a way that does not lend much insight | Results are considered across a spectrum, but missing some stakeholders | A full spectrum of results are explored (e.g., immediate and distant) for all stakeholders | **0**  **1**  **2**  **3** |
| **8.**  Construction of the Behavioral Pathway | Pathway is incomplete or not supported by data or is vaguely described | The ABC (e.g., SRC) Pathway is described, but the setting event is missing | Four components of the pathway are described, but more data may be needed | Four components of the pathway are present (e.g., SE-A-B-C) and supported by the data | **0**  **1**  **2**  **3** |
| **9.**  Hypothesis of function/purpose of behavior | Function and purpose of the behavior remains hidden or unclear | Function and purpose is suggested but remains unclear or vague | Functional hypothesis is present for the problem, but not the solution | Functional hypotheses of the problem and solution are clearly presented and supported by the data | **0**  **1**  **2**  **3** |

Note: The functional behavioral assessment is like a decoding tool, the purpose of which is to understand the language and the communicative intent of behaviors in a learning environment. The assessment is then narrated and placed in a format that will assist present and future team members. Behaviors are easily misunderstood and misinterpreted for many reasons. There is usually a mismatch between the “speaker” and the “hearer.” This mismatch is frequently rooted in cultural, social, and contextual conditions. The functional behavioral assessment attempts to step back and reflect on challenging behaviors in a larger context. The functional assessment process is based on ongoing data collection that derives from two sources:(1) informant assessment tools (e.g., behavior interviews and rating scales) and (2) direct observation assessment tools (e.g., scatter plots and A-B-C/S-R-C charts). The following web site may be helpful to browse: <http://challengingbehavior.fmhi.usf.edu/fba.htm>. How would you know that your team had conducted an effective functional behavioral assessment? What criteria would you use to make that determination? This guide may be of some assistance. SK

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| Overview of Critical Performances  Special Education Program (Undergraduate)  College of Education, Criminal Justice, and Human Services | | | | | |
| **1.**  **Foundations**   * \* Case Studies from the Foundations course (580) * \* Case Studies from the Law course (601) | **2.**  **Development and Characteristics of Learners**   * \* Three-hour presentation plan from Overview course (581) * TBA | | **3.**  **Individual Learning Differences**   * Toy Library Project (519) * Literacy Suitcase Narrative (511) * Phonics folder (641) * Classroom Observations (538) | | **4.**  **Instructional Strategies**   * \* Teacher Work Sample from Instructional Strategies (508/518) * Phonics TWS (641) * Video Segments (Field EC/M/S) |
| **5.**  **Learning Environments and Social Interactions**   * \* Functional Behavioral Assessment (530/532) * Behavior Support Plan (530/532) * Participation Plan (519) * Interviews – SLP/Teacher (538) | | Critical  Performances  CEC/INTASC  Standards | | **6.**  **Communication**   * \* Structured Learning (508/518) * Reading Lesson Plans (415) * Language Literacy Assessment Report (511) | |
| **7.**  **Instructional Planning**   * \* Three Teacher Work Samples across the Life Span (531) * Transition Web (531) | **8.**  **Assessment**   * \* IEP from Assessment (533) * \* Augmentative Communication Evaluation/Funding Report (519) * Essay (533) * TWS with Assessment (533) | | **9.**  **Ethics and Professional Practice**   * \* PD Inquiry Project (602) * \* Sound and Fury Docudrama (538) * Social inequalities lesson plans (426) * Stance (602) | | **10.**  **Collaboration**   * IAT/MFE narrative (584) * Collaboration project (584) * Transition Web (531) * Community based instruction project (584) |

**NOTES:** Candidates complete a series of critical performances (e.g., based on CEC and INTASC Standards and Principles) with a focus on Teacher Work Sample Methodology, which examines the critical phases of teaching practice. The critical performances (CPs), listed above, are drawn from the required course work of the Professional Cohort, including those courses that meet the Ohio Reading Mandate. Teacher Candidates must select the critical performances that most effectively reflect their mastery of the performance areas. Two critical performances from each standard area are required for the portfolio. An asterisk (**\***) indicates CPs that are required inside your portfolio. A brief explanation (e.g., not exceeding one page) at the beginning of each of the ten sections will describe how and why the products were selected. Original assessments of the performance artifacts are required.

[Note: If a candidate’s submitted CP during a particular course earns a “C” or less, this grade would be insufficient for portfolio submission. The CP would have to be reworked and resubmitted to the original instructor to earn at least a “B” level according to the original rubric used to evaluate the product. This upgrade will not change the course grade, but it will make the CP product eligible for submission to the portfolio. The original CP and its assessment must be submitted along with the revision.]