A. COURSE DESCRIPTION:

This course addresses how to assess and provide behavioral supports for students with exceptionalities in the school, home, and community. Emphasis is placed on evidence-based practices for targeted and intensive levels of behavioral need.

B. PREREQUISITIES:

Full PTEP Admission.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

This course develops an understanding of addressing problem behaviors and implementing research-based strategies that are needed to optimize a student’s opportunity for academic and personal growth.

D. PROFESSIONAL STANDARDS MET:

[see Appendix A for details]

The knowledge base for receiving institutional recommendation for the Special Education (Generalist) license at the University of Northern Colorado requires competencies in the following program standards:

Colorado Department of Education (CDE) Standards for the Special Education Generalist: 9.06 (3)(b-c); 9.06 (5)(a); 9.05 (5)(a)(i-vi); 9.06 5(b); 9.06 (5)(b)(i-vi); 9.06 (5)(c)(i-ii); 9.06 (5)(h-i); 9.06 (5)(i)(iv); 9.06 (7)(d).
CEC Standards (Individualized General Curriculum): GC1 (K2-K4); GC1K9; GC2K4; GC3S1; GC4K1; GC4K3; GC4 (S1-S3); GC4 (S9-S10); GC5 (K2-K3); GC5 (S4-S6); GC7K1; GC7 (S1-S4); GC8S1; GC10K1; GC10S3.

Colorado Department of Education (CDE) Performance-based Standards for Colorado Teachers
5.05 (1-9); 5.06 (1)(4).

E. COURSE GOALS AND OBJECTIVES:

1. Describe the historical foundations and the educational system as it relates to students who have behavioral needs.
   a. Describe models and theories of deviance and behavior problems.
   b. Describe the historical foundations, classic studies, major legislation, and current issues related to the knowledge and practice of students who have behavioral needs.
   c. Describe the psychological and social-emotional characteristics of individuals with exceptionalities as it relates to behavioral needs.
   d. Describe the historical cultural perceptions of behavioral challenges.

2. Apply formal and informal behavioral assessments in the classroom.
   a. Conduct valid and reliable formal and informal behavior assessments for problematic behaviors, including a functional behavioral assessment.
   b. Collect data regarding student behavior, to determine whether student actions are a manifestation of a disability, and/or to address such implication(s) in the expulsion process.
   c. Assess and report progress regarding student attainment of annual behavior goals and objectives.
   d. Describe the strengths and limitations of a wide variety of formal and informal behavior assessment instruments, and use these tools to guide the development of behavior intervention plans and instruction.
   e. Investigate cultural assumptions and biases throughout the behavioral assessment process.

3. Describe how to create a safe and productive learning environment that is conducive to the students’ cognitive, social, and behavioral needs.
   a. Apply educational theories regarding student learning and motivation to instruction delivery.
   b. Create a learning environment characterized by appropriate student behavior, effective use of time, a consistent classroom routine, adapting the physical environment, and fostering an understanding of a safe and productive learning environment that is responsive to the physical, social, cognitive, academic, linguistic, cultural, and functional needs of student learners.
   c. Apply effective research-based classroom management and organizational techniques, including the implementation of behavior support systems to the needs of individuals and groups of students.
   d. Select and use specialized materials and instructional strategies according to the abilities and needs of the individual, including technology, materials and resources, and discuss the advantages and limitations of instructional strategies and practices for teaching individuals who have behavioral needs.
   e. Practice culturally competent practices in the classroom.
4. Apply knowledge and practical application to the creation, implementation and maintenance of a Behavior Intervention Plan (BIP) that promotes students’ cognitive, social and behavioral growth using culturally responsible practices.
   a. Interpret, design, and implement appropriate behavioral support systems, based on data drawn from functional behavioral assessments.
   b. Develop measurable behavioral goals, objectives, and adaptations, based on a student’s behavioral needs.
   c. Collect data on student achievement, incorporated into the development of Individual Education Plans (IEP).
   d. Modify student behavior plans, in a timely way, based on student data and describe their understanding of applied behavior analysis (ABA) procedures.
   e. Demonstrate application of positive behavioral support techniques, and describe the theory of reinforcement techniques for individuals with exceptionalities.
   f. Create a BIP that demonstrates a goodness of fit within the student’s personal, classroom, and home culture.

5. Apply self-management techniques for students who have behavioral needs.
   a. Develop and implement behavior intervention plans (BIP) that promote student independence and self-determination.
   b. Develop an understanding of social skills training that includes teaching individuals with exceptionalities to give and receive meaningful feedback from their peers and adults, problem solving and conflict resolution skills.
   c. Explore self-management as it relates to the personal culture of the student.

6. Create collaborative opportunities among special educators, parents, general educators, related service professionals and paraprofessionals when creating behavior intervention plans.
   a. Develop and implement behavior plans, in cooperation with other team members, which incorporates research-based instructional strategies into teaching about, and the student acquisition of, problem solving, conflict resolution, and social interaction skills, including strategies that may be applied when a medical condition must be considered, in terms of its current or potential effect on a student’s learning and/or behavior.
   b. Provide information to general education teachers about effective classroom management practices and organizational techniques that address the needs of groups of students, with varying instructional needs.
   c. Collaborate with parents about the use appropriate behavior management and counseling techniques.
   d. Explore family culture throughout the collaborative process.

7. Apply legal, ethical and professional issues to working with students who have behavioral needs.
   a. Describe the legal, judicial, and educational systems to assist individuals with exceptionalities.
   b. Describe legal and ethical practices related to the constraints of children who exhibit severe problem behaviors.
   c. Identify and describe the CEC code of Ethics.
   d. Investigate family information and support groups for individuals with exceptionalities.

F. CONTENT OF THE COURSE:
Course delivery will be accomplished through lectures, class discussions, case studies, field-based experiences, role-playing, and analyses.

1. Past and Present: Historical foundations and the educational system
   a. Educational theories
   b. A historical account of the treatment of people with exceptionalities
   c. Psychological and social-emotional characteristics of individuals with exceptionalities
   d. Historical cultural perceptions of behavioral challenges

2. Formal and informal behavioral assessments in the classroom
   a. Functional Behavior Assessment (FBA)
   b. Data collection
   c. Ongoing assessment practices
   d. Strengths and limitations of behavior assessment practices
   e. Cultural assumptions and biases

3. Creating effective learning environments
   a. Relating educational theories to instruction
   b. Creating a safe and productive learning environment
   c. Research-based classroom management and organizational techniques
   d. Implementing specialized materials and instructional strategies
   e. Culturally competent practices

4. Creating, implementing and maintaining a Behavior Intervention Plan (BIP)
   a. Creating a BIP
   b. Developing measurable goals, objectives, and adaptations
   c. Collecting data
   d. Modifying student behavior plans
   e. Positive behavioral support (PBS) techniques
   f. Goodness of fit

5. Self-management and self-determination
   a. Promoting self-determination
   b. Social skills training
   c. Cultural Implications

6. Collaborative partnerships
   a. Team planning
   b. General educators
   c. Parents
   d. Cultural Considerations

7. Legal, ethical and professional issues.
   a. Legal, judicial, and educational systems
   b. Legal and ethical practices
   c. CEC code of Ethics
   d. Family information and support groups
G. COURSE REQUIREMENTS: (guidelines are provided for each of these assignments at the assignments link on Blackboard; www.blackboard.unco.edu)

(Refer to the due dates in the schedule)

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Readiness and Participation</td>
<td>60</td>
</tr>
<tr>
<td>Functional Behavior Assessment and Behavior Intervention Plan &amp; Reflective APA Paper</td>
<td>100</td>
</tr>
<tr>
<td>4 quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Bully Brochure – partner or trio work (work within unit)</td>
<td>20</td>
</tr>
<tr>
<td>Personal Journal (4 entries total @ 10 points each)</td>
<td>40</td>
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<tr>
<td>Behavior Training</td>
<td>60</td>
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<tr>
<td>Final Examination</td>
<td>60</td>
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<td><strong>TOTAL</strong></td>
<td>380</td>
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</table>

1. **Class Readiness, attendance, and participation:** There will be participation assignments immersed throughout the course units. It is important for you to be aware of those and go through each unit folder thoroughly (50 points).

2. **Functional Behavior Assessment and Behavior Intervention Plan:** The teacher candidate will conduct a Functional Behavioral Assessment (FBA) for a student who exhibits one or more challenging behaviors.
   a. Operationally define the target behavior(s)
   b. Describe the measurement procedures
   c. Conduct formal observations of the student (over at least 2 weeks time)
   d. Conduct 2 informal assessments (i.e., interviews, review cumulative file, IEP review), for data triangulation.
   e. Document baseline quantitative data in table and graph (excel) form
   f. Report qualitative data in narrative form.
   g. Describe hypothesis for problem behavior including: the antecedents, consequences, and the interpretation of the assessment findings.

After conducting the FBA, the teacher candidate will create a behavior intervention plan (BIP) using research-based strategies (100 points total for entire FBA/BIP/Paper).
   a. Address all of the behaviors the student exhibited
   b. Directly relate the BIP to FBA findings
   c. All interventions must be evidence-based (references required for justification)
   d. Include a crisis management plan
   e. Include fidelity of implementation plan for all interventions.
   f. Include a competing behavior pathway
   g. Write a 5 page APA paper justifying the interventions chosen (citing at least 5 references), and a discussion of the practical and philosophical experiences gained from the aforementioned activities.

Write a separate 7-page reflective **Discussion – It will be in APA formatting and thus will** include a cover page (page 1), page numbers, running headers, in-text citations, NO ABSTRACT page, body of paper (5 pages), and References page (page 6). Double-space your work and follow APA formatting,
especially for referencing. This reflection describes what you did, justifies your research-based decisions about data collection and interventions chosen and discusses the practical, philosophical, and thought provoking experiences that you had when doing your FBA/BIP planning. Include an explanation of the references that were most influential in guiding you through this process.

Use the APA video for step-by-step guide to formatting your papers. You can find this video at http://www.youtube.com/watch?v=9pbUoNa5tyY (100 points total).

3. Quizzes: There are 4 quizzes across the course. They cover readings and course activities (30 points total).

4. Bully Brochure: The brochure will be created from materials provided. There is no designated format, only designated content. This is within a unit and can be completed with a partner or a trio of colleagues. Each individual will submit a copy of the brochure created (20 points total).

5. Personal Blog: The teacher candidate will create a personal journal about the course. A total of four blog entries are required. Each entry should be written much like a journal about the teacher candidates’ thoughts/perceptions about the class readings, course content, and the application of course material into practice. It will be an online journal found on the BB supplement for the course (40 points total).

5. Behavior Training: The teacher candidate will locate and read ten resources (e.g., articles, books, modules) about culture and behavior. The candidate will transfer the knowledge gained from this research into a paraprofessional training. The training will describe the relationship between culture and behavior and professional implications for practice in the home, school, and community. The training should include at least three objectives, a training outline, resources to present the training (e.g., power point, Prezi), one built in activity, and an exit evaluation. NOTE: It is not required to present the training (60 points total).

6. Final Examination: The final examination is cumulative, covering all aspects of the course. The format will be multiple choice, short answer, and essay (50 points total).

H. GRADING CRITERIA:

<table>
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<tr>
<th>Percentile</th>
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<tr>
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<tr>
<td>93 – 94</td>
<td>A-</td>
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<td>B+</td>
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<td>86 – 87</td>
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<td>84 – 85</td>
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<td>80 – 83</td>
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<td>78 – 79</td>
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<td>76 – 77</td>
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<td>72 – 75</td>
<td>D</td>
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<tr>
<td>70 – 71</td>
<td>D-</td>
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<tr>
<td>&lt; 70</td>
<td>F</td>
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I. REQUIRED READINGS:

Purchased Texts:


*Available at http://www.behaviordoctor.org/books.html (also located on Blackboard in readings folder). NOTE: Book is titled: Functional Behavior Assessment with Two Examples.

Other Suggested Readings -- provided online at no cost from the UNC library database:


Sandomierski, T., Kincaid, D., & Algozzine, B. (2007). Response to intervention and
positive behavior support: Brothers from different mothers or sisters with different misters?


**J. SUGGESTED READINGS:**


K. **Accommodations Statement**
   Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. **Academic Honesty**
   Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

M. **Inclusivity Statement**
   The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
### EDSE 614: FBA/BIP/Reflective Paper Assignment Rubric

**100 points total**

#### Narrative ____/10

<table>
<thead>
<tr>
<th>Unsatisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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<tbody>
<tr>
<td>Lacks a clear description of the student, anecdotal information, and/or a discussion of the referral process for identifying a problem behavior. Does not provide enough information to understand why the student has been referred for an FBA and what the student’s needs are.</td>
<td>Satisfactory description of the student, student’s likes/dislikes, anecdotal information, and description of the referral process for identifying the problem behavior. Indicates who the student is, medication information, and why there is a need for conducting an FBA.</td>
<td>Thorough description of the student, student’s likes/dislikes, medication information, anecdotal information, and referral process for identifying the problem behavior. Very detailed and thorough description of the student indicating that a great deal of thought and investigation was conducted prior to making the referral for the FBA.</td>
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</table>

#### Target Behavior ____/5

<table>
<thead>
<tr>
<th>Unsatisfactory (0-1 points)</th>
<th>Satisfactory (2-3 points)</th>
<th>Excellent (4-5 points)</th>
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</thead>
<tbody>
<tr>
<td>Lacks clear operational definition of target behavior (is not stated in terms that are observable and measurable).</td>
<td>Operationally defines target behavior in terms that are observable and measurable.</td>
<td>Clearly operationally defines the target behavior in terms that are observable and measurable. Also provides an example of what the behavior typically looks like so that any person (i.e. sub teacher) could look at the description and immediately know what to measure during data collection.</td>
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#### Data Collection Sources ____/5

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<thead>
<tr>
<th>Unsatisfactory (0-1 points)</th>
<th>Satisfactory (2-3 points)</th>
<th>Excellent (4-5 points)</th>
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<tbody>
<tr>
<td>Lacks description of the method for data collection. Includes less than 3 sources of data that make-up an ecological assessment (i.e. interview, MAS, observations, etc.)</td>
<td>Contains a description of the method for data collection. Includes at least 3 sources of data that make-up an ecological assessment (i.e. interview, MAS, observations, etc. Describes and defines the data collection method(s).</td>
<td>Clearly identifies and describes the method for data collection. Includes a diverse variety (more than 5 sources of data) that make-up an ecological assessment (i.e. interview, MAS, observations, etc. Thoroughly describes and defines the data collection method(s) so that any person (i.e. sub teacher) could pick up the FBA and collect data.</td>
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</table>
## Data /10

<table>
<thead>
<tr>
<th>Un satisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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<tbody>
<tr>
<td>Lacks the appropriate baseline data that is needed to formulate a hypothesis (i.e., less than two data points), and/or is not graphed. Also data collection method does not match the behavior (i.e. inaccurate measures). Lacks appropriate intervention data.</td>
<td>Contains two weeks’ baseline data (at least 7 data points) and indicates a predictable slope. Data collection method matches the behavior. Table and graphs are accurately written and follow the guidelines provided by the instructor. Contains at least two weeks intervention data that follows the guidelines above.</td>
<td>Includes thorough baseline data in table and graph form conducted over at least two weeks time (more than 5 data points). Graph indicates that baseline data ceased once a predictable behavior slope emerged from the data. Table and graphs are accurately written and follow the APA guidelines in the APA manual. Contains at least three weeks intervention data that follows the guidelines above.</td>
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## Hypothesis /10

<table>
<thead>
<tr>
<th>Un satisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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<tbody>
<tr>
<td>Hypothesis is unclear and is not linked to the baseline data.</td>
<td>Includes a hypothesis that links the baseline data to the student’s problem behavior. Some of the data is used to illustrate the hypothesis (i.e, setting events, antecedents, consequences, interview data, MAS, etc).</td>
<td>Includes a clear and thorough hypothesis that links the baseline data to the student’s problem behavior. Narrative includes a well thought out hypothesis that uses data points to illustrate the hypothesis. A large majority of the data is used to illustrate the hypothesis (i.e. setting events, antecedents, consequences, interview data, MAS, etc).</td>
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## Competing Behavior Pathway /10

<table>
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<tr>
<th>Un satisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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<tbody>
<tr>
<td>Competing behavior pathway is not completed.</td>
<td>Includes a hypothesis that links the baseline data to the student’s problem behavior. Some of the data is used to illustrate the hypothesis (i.e, setting events, antecedents, consequences, interview data, MAS, etc).</td>
<td>Includes a clear and thorough hypothesis that links the baseline data to the student’s problem behavior. Narrative includes a well thought out hypothesis that uses data points to illustrate the hypothesis. A large majority of the data is used to illustrate the hypothesis (i.e. setting events, antecedents, consequences, interview data, MAS, etc).</td>
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**Behavior Intervention Plan ____/20**

<table>
<thead>
<tr>
<th>Unsatisfactory (0-9 points)</th>
<th>Satisfactory (10-15 points)</th>
<th>Excellent (16-20 points)</th>
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<tbody>
<tr>
<td>Behavioral plan is unclear and/or is not linked to the baseline data or hypothesis. Behavioral plan is not research-based, written in a step-by-step format and/or includes a detailed fidelity of implementation plan and crisis plan.</td>
<td>Includes a description of the proposed behavior intervention plan. Intervention is clearly linked to the baseline data and hypothesis. Behavioral plan addresses all of the student’s behavioral needs (based on baseline data and hypothesis), and provides room for flexibility during the intervention evaluation stage. Behavioral plan is research-based and written in a step-by-step format. Includes replacement behavior, setting event/antecedent-based, environmental accommodations, and consequent-based interventions.</td>
<td>Includes a clear and thorough description of the proposed behavior intervention plan. Intervention clearly links the baseline data and hypothesis into a well thought out behavior plan for the student (includes data for reference). Behavioral plan also includes specific strategies aimed to address all behavioral needs illustrated through the hypothesis, and provides room and a plan for flexibility during the intervention evaluation stage. Behavioral plan is evidence-based, written in a step-by-step format for replication. Includes detailed replacement behavior, setting event/antecedent-based, environmental accommodations, and consequent-based interventions.</td>
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**Fidelity of Implementation ____/10**

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<tr>
<th>Unsatisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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<tbody>
<tr>
<td>Fidelity of implementation plan is unclear and is not specific to the student’s needs.</td>
<td>Includes a step-by-step description of the fidelity of implementation plan. Fidelity plan addressed who, when, where, and why (behavioral goal).</td>
<td>Includes a clear and thorough description of the fidelity of implementation plan and crisis plan. Fidelity plan addressed who, when, where, and why (behavioral goal).</td>
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**Monitoring/Evaluation/Crisis Plan ____/10**

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<thead>
<tr>
<th>Unsatisfactory (1-3 points)</th>
<th>Satisfactory (4-7 points)</th>
<th>Excellent (8-10 points)</th>
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</thead>
<tbody>
<tr>
<td>Monitoring/evaluation plan is unclear and is not specific to the student’s needs.</td>
<td>Monitoring/evaluation plan indicates how you plan to evaluate the intervention’s success. Actual description of data that will be collected is listed.</td>
<td>Monitoring/evaluation plan indicates a detailed plan to evaluate the intervention’s success. Actual description of data that will be collected is listed.</td>
</tr>
<tr>
<td>Reflection Discussion paper</td>
<td>/10</td>
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<tr>
<td>Unsatisfactory (1-3 points)</td>
<td>Satisfactory (4-7 points)</td>
<td>Excellent (8-10 points)</td>
</tr>
<tr>
<td>FBA/BIP project presentation vaguely contains information about the target student, behavior problem, and behavior intervention plan. APA not followed or incorrectly used.</td>
<td>FBA/BIP project presentation contains a description of the target student, definition of the problem behavior, list of data sources, visual display of baseline and intervention data, hypothesis and behavior intervention plan. APA format followed with very few errors.</td>
<td>FBA/BIP project presentation contains a detailed description of the target student, definition of the problem behavior, list of data sources, visual display of baseline and intervention data, hypothesis and behavior intervention plan. APA format used in-text and on References page. Use of influential references explained.</td>
</tr>
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</table>
Functional Behavior Assessment and Behavior Intervention Plan

The teacher candidate will conduct a **Functional Behavioral Assessment** (FBA) for a student who exhibits one or more challenging behaviors.

- a) Description of Student
- b) Operationally define the target behavior(s)
- c) Describe the measurement procedures
- d) Conduct formal observations of the student (cover at least 2 weeks)
- e) Conduct 2 informal assessments (i.e., interviews, review cumulative file, IEP review), for data triangulation.
- f) Document baseline quantitative data in table and graph (excel) form
- g) Report qualitative data in narrative form.
- h) Describe hypothesis for problem behavior including: the antecedents, consequences, and the interpretation of the assessment findings.

**All data collection can be hand-written, scanned in and put into Appendices of your paper. Data collection includes measurement sheets, interviews, the MAS, and reviews of school and IEP file, informal assessments. Table and graph(s) are to be included within the paper.**

After conducting the FBA, the teacher candidate will create a **Behavior Intervention Plan** (BIP) using research-based strategies.

- a) Address all of the behaviors the student exhibited
- b) Directly relate the BIP to FBA findings
- c) Interventions must be evidence-based (reference text, lectures, or articles)
- d) Include a crisis management plan
- e) Include fidelity of implementation plan for all interventions.
- f) Include a competing behavior pathway **In Appendices**

APA Reflective Paper

Write a separate 7-page reflective **Discussion – It will be in APA formatting and thus will** include a cover page (page 1), page numbers, running headers, in-text citations, NO ABSTRACT page, body of paper (5 pages), and References page (page 6). Double-space your work and follow APA formatting, especially for referencing. This reflection describes what you did, justifies your research-based decisions about data collection and interventions chosen and discusses the practical, philosophical, and thought provoking experiences that you had when doing your FBA/BIP planning. Include an explanation of the references that were most influential in guiding you through this process.

Use the APA video for step-by-step guide to formatting your papers. You can find this video at [http://www.youtube.com/watch?v=9pbUoNa5tyY](http://www.youtube.com/watch?v=9pbUoNa5tyY)

**Assignment sequence**

- Functional Behavioral Assessment -- Behavior Intervention Plan **Submit first on BB**
- APA Reflective Discussion paper **Submit as separate document on same link as FBA/BIP**
**Behavior Training Rubric**

60 total points

Assignment Description: The teacher candidate will locate and read ten resources (e.g., articles, books, modules) about behavior. The candidate will transfer the knowledge gained from this research into a professional training. **You will identify** whether this training is for special or general education teacher colleagues, parents, or paraeducators. The training will include the relationship between culture, behavior and the professional implications for practice in the home, school, and community.

a. Provide detailed information (key concepts) in your outline for each concept your plan to address.

b. State at least 3 objectives you hope to accomplish with your training.

c. Include overheads, power points or handouts you will use.

d. Include at least one activity that will require participation by the audience for whom you are creating this presentation (small group discussion, role play, demonstration, case study, etc).

e. Address plans of how will you provide follow-up support?

f. Cite research in APA format (where did you get your ideas? must include at least 10 references)

Each category (see below) will be graded on a scale of 0-10.

<table>
<thead>
<tr>
<th>0-1</th>
<th>Information is not there</th>
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<tbody>
<tr>
<td>2-4</td>
<td>Information is briefly mentioned; however, it is not described in detail</td>
</tr>
<tr>
<td>5-7</td>
<td>Information is present and is satisfactory.</td>
</tr>
<tr>
<td>8-10</td>
<td>Excellent work, very thorough, all information is present and supported with detail</td>
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<tr>
<td>11</td>
<td>Outstanding work! The work goes far beyond the requirements and is exemplary. Each part is addressed in extreme detail, specific examples are provided, and are very thorough.</td>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Skills via evidence, discussion of articulation of the following:</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Training Goals</td>
<td>- State at least 3 objectives you intend to accomplish with your in-service training</td>
<td>/10</td>
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<tr>
<td></td>
<td>- What would you want the participant to be able to do at the end of the 60 minutes?</td>
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<tr>
<td>Part 2: Description of the Training</td>
<td>- Identified and stayed focused on intended participants</td>
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<td></td>
<td>- Identified the key concepts the participants need to know when it comes to culture and behavior?</td>
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<td></td>
<td>- Clearly demonstrated what the participants could anticipate leaving with after the training</td>
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<td></td>
<td>- Made clear what the participants could anticipate doing during this time</td>
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<tr>
<td>Part 3: Training Materials</td>
<td>- Includes overheads, power points, handouts, or websites that will be used during the training</td>
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<tr>
<td></td>
<td>- The materials are varied, connected and supportive of the overall goals/objectives of the training</td>
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<tr>
<td>Part 4: Follow-up support</td>
<td>- Detailed description of the follow-up support is provided</td>
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<td></td>
<td>- The follow-up support is sufficient for ongoing education and understanding of behavior problems</td>
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<tr>
<td></td>
<td>- A plan is included for support in a potential crisis situation</td>
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<tr>
<td>Part 5</td>
<td>Quality of Work/References</td>
<td></td>
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<tr>
<td></td>
<td>- Cite research (where did you get your ideas?)</td>
<td></td>
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<tr>
<td></td>
<td>- At least 5 peer-reviewed articles are referenced</td>
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<tr>
<td></td>
<td>- At least 2 texts/books are referenced (this may include the required course texts)</td>
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<td></td>
<td>- Overall quality of work</td>
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<thead>
<tr>
<th>Part 6</th>
<th>Description of the Training</th>
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<tbody>
<tr>
<td></td>
<td>- 4 to 5 page paper in APA format with citations of best-practices</td>
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<tr>
<td></td>
<td>- Describe with detailed information -- key concepts, technique and support research for the training in-service (Parts 1 and 2 above)</td>
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<td>- Describe how you will go about training the participants (Part 3)</td>
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<td>- Include description of the follow-up support you will provide for ongoing education and understanding of behavior problems (Part 4)</td>
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<td>- A brief explanation/analysis of how your references assisted you with developing your training program (Part 5)</td>
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<td></td>
<td>6th edition APA (page 1 - cover page, page 2-3 - content description, and page 4 - References page)</td>
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