SPED 460/660 Behavior Interventions

**Key Assessment:** Case Study- Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP)

**Purpose:** When a good classroom management system is not working for a particular student, a Functional Behavioral Assessment followed by a Behavior Intervention Plan is appropriate.

**Included in Portfolio:**
- Portfolio Documentation suggested (KSA or RP-Assessment or Diversity)

**SPI’s**

**208 Matrix SPED Preschool Early Childhood**
1.3 Candidates demonstrate a solid base of understanding in the content areas of math, reading, English/language arts, science and social studies comparable to early childhood education teachers.
1.4 Candidates have knowledge of service delivery models for young children with disabilities. They understand the field’s emphasis on cross-categorical, interdisciplinary, and family-focused characteristics; they understand its emphasis on prevention and early intervention and on services in typical environments.
1.5 Candidates know and understand family systems theory. They understand how the young child with disabilities affects and is affected by parents, siblings, the extended family, and the community.
2.1 Candidates understand theories of typical and atypical early childhood development and the effect of biological and environmental factors on pre-, peri-, and post-natal development and apply that knowledge to their practice.
2.2 Candidates understand the influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
2.3 Candidates recognize the impact of medical conditions and childhood illnesses on the child’s development and on family concerns, resources and priorities.
2.4 Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
3.1 Candidates understand the significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
3.2 Candidates use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.
4.2 Candidates provide instructional support in a variety of service delivery environments, including the home, center, clinic, preschool, and school.
4.3 Candidates develop learning experiences and select instructional and intervention strategies to prepare young children for future learning experiences. They prepare young children and their families for successful transitions.
5.1 Candidates design, implement, and evaluate learning environments to assure developmental and functional appropriateness. They understand the importance of a supportive, interesting classroom environment in preventing many challenging behaviors.
7.3 Candidates plan, implement and use procedures and services that support the transition of young children into preschool, school and other settings.
8.2 Candidates assist families in identifying their concerns, resources, and priorities for purposes of assessment. They participate and collaborate as a team member with other professionals in conducting family-centered assessments.
9.1 Candidates use family theories and principles to guide professional practice, respecting family choices and goals.
10.1 Candidates involve families and communities in many aspects of children’s development and learning.
173 Matrix SPED Core

1.1. Candidates demonstrate a solid base of understanding of the major concepts, assumptions, issues, and processes of inquiry in the general curriculum related to their teaching responsibilities.

1.2. Candidates recognize that some students require an expanded curriculum with learning goals beyond the general curriculum to meet independent and functional living goals.

2.1. Candidates have knowledge of the characteristics of a wide array of disabilities and the ways that students' abilities and disabilities impact learning and development. They hold realistically high expectations for students and create challenging and supportive learning opportunities.

2.2. Candidates recognize that students with a specific disability may vary in their approaches to learning depending on the nature of their disability, their level of knowledge and functioning, and life experiences. They use this knowledge to design, implement and evaluate appropriate instruction.

2.3. Candidates understand how a disability in one area (e.g., physical, cognitive, social, and emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.

2.4. Candidates seek to understand the current and evolving development and learning of individual students from a life-span perspective, including development from birth through adulthood. They use this information as a basis for planning.

3.1. Candidates understand that families, communities, and cultures may perceive disabilities differently depending upon differing values and belief systems. They seek to use these insights when working with students and their families and they use culturally accepted ways of seeking information about the student's background.

4.1. Candidates assess students’ strengths and needs with respect to the curriculum, design and model instructional strategies, work with general education teachers to develop or implement instructional strategies to meet the needs of individual students, directly teach students with disabilities, and monitor student progress.

4.2. Candidates modify tasks and accommodate the individual needs of students according to individualized plans to provide access to the general curriculum and to facilitate student engagement in learning activities with peers. They provide a variety of ways for students to demonstrate their learning and adjust their instruction in response to information gathered from ongoing monitoring of performance.

4.3. Candidates understand and use a range of specialized instructional strategies that reflect best practice. They use assistive and instructional technologies to promote learning and independence of students with disabilities.

4.4. Candidates use strategies that increase the self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with disabilities. Candidates identify and use instructional strategies that have been successful in different learning environments, such as home, school, and workplace.

5.1. Candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

5.2. Candidates recognize situations that are likely to promote intrinsic motivation and create learning environments that encourage engagement, self-motivation, and self-advocacy.

5.3. Candidates have a repertoire of effective strategies for promoting positive behavior and building constructive relationships between students with disabilities and their non-disabled peers. They conduct functional behavior assessments, explore optional strategies, monitor outcomes, and design and implement positive behavioral support plans.

5.4. Candidates help students develop positive strategies for coping with frustrations in learning and social situations. They facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behaviors.

6.1. Candidates provide multiple opportunities to foster effective communication among students with disabilities and other members of the classroom to improve language and communication skills.

7.1. Candidates plan ways to adapt instruction to facilitate learning within the general curriculum in collaboration with general educators. They plan ways to integrate students with their non-disabled peers.

8.1. Candidates use a variety of assessment procedures to document students’ learning, behavior, and growth within multiple environments. They plan and conduct assessments to develop individual learning plans. Candidates initiate, contact, and collaborate with other professionals throughout the identification and initial planning process. They involve families and students in the process.

9.1. Candidates reflect on the progress of individual students with disabilities and work with general education teachers, other professionals, students, and families to consider ways to build on the students’ strengths and meet their needs.

10.1. Candidates collaborate with general education teachers to infuse individualized goals and specialized strategies into instruction for students with disabilities.
10.3. Candidates work with related services professionals in the school and in the larger community to design, implement and evaluate instructional plans for students with disabilities. They collaborate on integrating related services into these plans to enhance students’ performance.

10.4. Candidates work closely with families to establish mutual understanding of the students’ educational goals, performance, and meaningful contexts for intervention. They include family members as partners on interdisciplinary and interagency teams.

10.5. Candidates understand the impact that having a child with a disability may have on family roles and functioning at different points in the life cycle of the family. They assess family needs and resources as they relate to child and family service options, and facilitate or implement a range of child-oriented and family-oriented services based on this assessment.

192 Matrix SPED Professional

1.2. Candidates demonstrate the importance of including in the curriculum such areas as communication skills, oral language development, emotional and social skills, functional and independent living skills, employment related skills and self-advocacy skills.

2.1. Candidates know the characteristics associated with mild and moderate disabilities and the potential impact they may have on learning and development.

2.2. Candidates understand the etiologies and medical aspects of conditions affecting individuals with mild and moderate disabilities.

2.3. Candidates understand the psychological, social and emotional characteristics of individuals with mild and moderate disabilities.

4.1. Candidates develop, structure and implement accommodations, modifications, adaptations and technology support to provide access to the general curriculum for students with mild and moderate disabilities.

4.2. Candidates describe the advantages and limitations of instructional strategies and practices for teaching individuals with mild and moderate disabilities.

4.8. Candidates use strategies for integrating student initiated learning experiences into ongoing instruction.

4.10. Candidates use instructional methods to strengthen and compensate for deficits in attention, perception, comprehension, memory and retrieval.

5.1. Candidates modify the physical environment to provide optimal learning opportunities for individuals with mild and moderate disabilities.

5.5. Candidates assist students in using problem solving and conflict resolution skills.

5.6. Candidates prepare students with mild and moderate disabilities to take an active role in their IEP planning process in order to support their commitment to learning, self-motivation and self-advocacy.

7.1. Candidates incorporate their knowledge of the general curriculum standards and information gathered in assessment of specific students to guide and oversee the development of various individual plans including IEPs and IAPs.

7.2. Candidates work within the context of family and community to carry out the educational and life goals of students with mild and moderate disabilities.

7.3. Candidates plan, implement and use procedures and services that support transition of individuals with mild and moderate disabilities to future school and work settings.

7.4 Candidates use ongoing assessment and student progress monitoring to write IEPs and account for student outcomes.

8.1. Candidates know how to administer, score, interpret and report on formal and informal assessments, including standardized, functional, criterion referenced, and curriculum-based tests.

8.3 Candidates collaborate with other professionals throughout the identification and initial planning process. They seek multiple perspectives on the strengths and needs of students with mild and moderate disabilities.

8.4. Candidates regularly use ongoing assessment and student progress monitoring to make instructional decisions and adaptations and modifications in instruction.
The Case Study is done over 7 weeks. In addition to the obvious skills developed in behavior intervention, the student has the opportunity to work collaboratively in a group.

**Week 1**

**Directions on Discussion board:**

Read the information about “Tom” on your Group Discussion Board (Db). Apply the information discussed in class and create a list of interview questions to be asked of key people. It is up to your group to take the information discussed in class and determine: Who are the key people you will want to interview? What information do you need? What specific questions will you ask to get this information? What are the specific questions will you ask of each key person?

In the Db, each person in the group will submit suggested questions indicating to whom these questions will be directed. You will then discuss the suggestions and submit 1 set of interview questions. They should be formatted as follows:

**Teacher:**

1. First question goes here.
2. Second question goes here.
3. Third question…and so on

**Student:**

1. First question goes here.
2. Second question goes here.
3. Third question…and so on

**Grading Rubrics:**

The grade is based on Process (individual participation) and Product (quality of questions and persons interviewed)
The next rubric indicates how the quality of the questions is assessed:

<table>
<thead>
<tr>
<th>Questions that would lead to answering the following:</th>
<th>2= Complete answer</th>
<th>1= Partially answered</th>
<th>0=Not addressed</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operational definitions of the behaviors</td>
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<td>2. Descriptions of what occurs before the behavior that predicts the behavior’s occurrence and nonoccurrence</td>
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<td>3. Descriptions of the consequences in the environment that maintain the behavior (What does the get a result of the behavior)</td>
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<td>4. Collecting</td>
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<tr>
<td>Information about when or where the behavior does and doesn't occur (Waking Day Interview Mentioned + 1 point)</td>
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<tr>
<td>5. Developing hypotheses about the potential function of the behavior</td>
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<td>6. The assignments/class demands are within the student's skill level (not too easy not too hard)</td>
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<td>7. Specific examples of behavior requested</td>
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<td>8. Is the student being bullied (relationship questions)</td>
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</table>

**Were relevant people interviewed?**
Teacher where incident occurred
Teacher(s) where the student is not having difficulty
Support staff – Bus driver, cafeteria, counselor
Parents
Student
Total (possible 26)
Percentage

**Week 2**

**Directions:** You created a list of questions last week in groups. This week, answers those questions about your student. You may take the roles of different players (parent, gen ed teacher, sped teacher, student) and answer those questions. (Keep it simple- do not complicate your study by giving your student some rare condition or circumstances!) Completing this will help to give
your student a personality. Submit final document in group file exchange. (You are just adding the answers under the questions you created last week)

DO NOT ANSWER QUESTIONS I HAVE ALREADY ANSWERED. READ THROUGH MY ALL ANSWERS BEFORE YOU ADD TO IT SO THERE ARE NO CONTRADICTIONS. DO NOT COMPLICATE THINGS WITH EXTRA DISABILITIES OR HOME ISSUES.

Discussion Board Threads:

- Questions for Tom
- Questions for Tom's parents
- Questions for the Teacher
- Questions for the Resource Teacher
- Questions for other staff members or other teachers
- Rubric issues....in looking at the last week's rubric, do you have any people or questions you want to add?

The rubrics are the same as those for Week 1.

Week 3 & 4

Complete the
1. Read FBA Instructions
2. FBA Referral
3. Observations (choose the most appropriate)
4. Interview Forms (take answers from previous week’s work)
   a. Parent
   b. Teacher
   c. Student
5. FBA Form
6. Hypothesis Statement

Grading Rubric: Process/Product from Week 1

Grading Rubric for FBA Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>2= Complete (No errors)</th>
<th>1= Partially Complete (1-3 errors)</th>
<th>0= More than 3 errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBA Referral</td>
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<tr>
<td>Observations</td>
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<tr>
<td>(choose the most</td>
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<td></td>
<td></td>
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<tr>
<td>appropriate)</td>
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<td></td>
<td></td>
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<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Parent
b. Teacher
c. Student

5. FBA Form
6. Hypothesis Statement

Points (Possible 14)

Percentage

Week 5- Face-to-Face Meeting

- Review graded FBA forms. Discuss in Discussion Groups.
- Make corrections and resubmit.
- Discuss the “Function of Tom’s behavior” in the Db
- Discuss potential pro-social behavior that would serve the same function as the problem behavior
- Submit group paper expanding on your hypothesis statement and the pro-social behavior(s) that might be substituted

Grading Rubrics: Process/Product Rubric; “Forms rubric” the same as last week

Quality of Product (paper):

<table>
<thead>
<tr>
<th>Expansion of hypothesis</th>
<th>2= Complete Answer</th>
<th>1= Partial Answer</th>
<th>Inadequately addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Includes observable, measureable behavior that is to be changed; 2) there is a clear do-able plan for measurement; 3) The stated perceived function of the behavior is reasonable and appears likely;</td>
<td>2 of the 3 are present</td>
<td>Fewer than 2 of the 3 are present</td>
<td></td>
</tr>
</tbody>
</table>

| Positive behaviors to be taught | 1) The positive behaviors to be taught are measureable and observable; 2) there is a clear do-able plan for measurement; 3) The stated perceived function of the behavior is reasonable serves the same function as the targeted behavior; 4) The behaviors are within reach of the student | 3 of the 4 are present | Fewer than 3 of the 4 are present |

Points (Possible 4)
Read the following and discuss in groups:

- Behavior_INTRO
- Behavior_Plan_Instr
- Behavior Intervention_PLAN

Complete the Behavior Intervention Plan

Grading Rubric: Process/Product

Rubric for Quality of Product:

<table>
<thead>
<tr>
<th></th>
<th>2= Complete Answer</th>
<th>1= Partial Answer</th>
<th>Inadequately addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of hypothesis</td>
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<td>1) The positive behaviors to be taught are measureable and observable; 2) there is a clear do-able plan for measurement; 3) The stated perceived function of the behavior is reasonable and serves the same function as the targeted behavior; 4) The behaviors are within reach of the student</td>
<td>3 of the 4 are present</td>
<td>Fewer than 3 of the 4 are present</td>
</tr>
<tr>
<td>Rewards for Positive Behavior</td>
<td>The rewards for the replacement behavior are 1) clear &amp; appropriate; 2) likely to be rewarding for this student; 3) would be manageable within the classroom</td>
<td>2 of the 3 are present</td>
<td>Fewer than 2 of the 3 are present</td>
</tr>
<tr>
<td>Teaching the positive behaviors</td>
<td>1) It is clear how the behaviors will be taught; 2) It is clear who will teach the behaviors; 3) Prompts or cues are included if needed; 4) Mention of fading</td>
<td>3 of the 4 are present</td>
<td>Fewer than 3 of the 4 are present</td>
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<tr>
<td>Changes made to the environment</td>
<td>1) Needed changes to the environment are included; 2) The changes include any modifications or accommodation the student might need to be successful;</td>
<td>Includes 1 of the elements as described</td>
<td>Does not include either of the elements as described</td>
</tr>
<tr>
<td>Consequences of engaging in targeted behavior</td>
<td>1) It is clear what the plan is if the student engages in the targeted behavior; 2) The plan is do-able and will not escalate the negative behavior; 3) The consequence will not damage self-esteem</td>
<td>3 is included and at least one of the other 2 elements</td>
<td>3 is not included</td>
</tr>
<tr>
<td>Safety-plan</td>
<td>1) If the student becomes a safety risk, there is a plan that includes place and person(s) to be involved; 2) The plan is do-able</td>
<td>1 of the 2 elements are included</td>
<td>The plan is not included or is not do-able</td>
</tr>
<tr>
<td>Measuring and reporting of progress</td>
<td>1) The replacement behavior will be measured; 2) A report will be sent home (daily? weekly?)</td>
<td>1 of the 2 elements are included</td>
<td>The plan is inadequate or not included</td>
</tr>
</tbody>
</table>

Points (Possible 16)
Percentage

**Week 7**
The Final Product will be submitted:
Each student will copy and paste the entire Case Study into 1 document and submit.

<table>
<thead>
<tr>
<th>Forms to complete:</th>
<th>Possible</th>
<th>Earned</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Observations</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Referral</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Teacher Interview</td>
<td>10</td>
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<tr>
<td>Parent Interview</td>
<td>10</td>
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<tr>
<td>Student-Assisted Interview</td>
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<tr>
<td>Functional Behavior Assessment form</td>
<td>10</td>
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<tr>
<td>Hypothesis</td>
<td>10</td>
<td></td>
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<tr>
<td>Behavior Support Plan</td>
<td>20</td>
<td></td>
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<tr>
<td>Forms in correct order/neatness</td>
<td>10</td>
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<tr>
<td>Overall</td>
<td>100</td>
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*Must be error free*