Key Licensure Assessment #7: Intensive Behavior Intervention Project

Intervention Specialist: Moderate/Intensive – EDUC 559

Overview

Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment #7, Intensive Behavior Intervention Project, is a three-part assignment that consists of a candidate (1) observing the behavior of a student with developmental disabilities identified at the moderate to intensive level and collecting data regarding the observation and that are relevant to the observation, (2) charting and analyzing the data gathered to gain insight on a specific behavior and its patterns, and (3) designing an intervention plan that could be reported to stakeholders.

This assessment occurs as part of the field experience for EDUC 559: Teaching and Supporting Students with Autism and Other Behavioral Disorders and is assessed by the course instructor.

To be admitted into clinical practice at Gateway 3, candidates must complete Key Licensure Assessments #6 - #8 (Independence Skills and Transition Plan, Intensive Behavior Intervention Project, and Functional Communication Project) with at least 80% of the major elements of the initial level CEC content standards across the three assessments rated at *meets major element* and no major element rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)**

The following major elements of Initial Level CEC Content Standards 1, 2, 3, 5, 6, and 7 are evaluated through this key licensure assessment.

<table>
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<tr>
<th>Standard 1 - Major Element 1: Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</th>
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<td><strong>Standard 2 - Major Element 3: Actively create learning environments for individuals with exceptionalities that foster safety and emotional well-being, positive social interactions and cultural understanding, and active engagement and independence</strong></td>
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<td><strong>Standard 2 - Major Element 4: Intervene safely with individuals with exceptionalities in crisis</strong></td>
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<td><strong>Standard 3 - Major Element 6: Know relevant philosophies, theories, laws, policies, and the issues of human diversity</strong></td>
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<td><strong>Standard 3 - Major Element 7: Know principles of evidence-based practice</strong></td>
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<td><strong>Standard 5 - Major Element 20: Know measurement theory and use multiple types of assessment information for a variety of educational decisions including: referral, eligibility, program planning, instruction, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds</strong></td>
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<td><strong>Standard 5 - Major Element 22: Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences and to identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs</strong></td>
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<td><strong>Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families</strong></td>
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Stand 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

3. **Assessment Instrument**

   **Intensive Behavior Intervention Project Guidelines**

   *As you complete the following, refer to the scoring guide for Key Licensure Assessment #7 to ensure that you include all expectations for this assessment.*

   **PART I:** observe the behavior of a student with developmental disabilities identified at the moderate to intensive level and collect data regarding the observation and that are relevant to the observation

   1. Observe and identify an intensive, problematic behavior of a student with developmental disabilities identified at the moderate to intensive level. This is to be completed through classroom observations during your field experience. The intensive, problematic behavior that is identified in the observations will serve as the basis for the ensuing study and the final intervention plan.

   2. Define the problematic behavior in clear, observable terms that are common to educators and non-educators alike.

   3. Identify specific events, times, and situations during which the problematic behavior occurs. This will allow you to find patterns that may indicate what causes the behavior to occur, when the behavior occurs, and how often the behavior occurs. In addition to observations, data may also be collected from stakeholders via interviews, checklists, or a review of records.

   4. Gather background information that would most likely provide insight into existing medical, physical, and social concerns. It may also provide data about the student’s diet, eating habits, sleep routines, substance abuse history, stressful events, and/or interventions from the past several years.

   5. Identify the consequences that could be contributing to the behavior, including information about what happens after an occurrence of the behavior that increases the likelihood of a repeat of the behavior under like circumstances.

   **PART II:** charting and analyzing the data gathered to gain insight on a specific behavior and its patterns

   1. Define the problematic behavior in clear, observable terms that are common to educators and non-educators alike.

   2. Chart the data collected.

   3. Analyze the charted data, ultimately developing a theory about the intensive, problematic behavior for the student, i.e. functional intent

   **PART III:** intensive behavior intervention plan

   The Intensive Behavior Intervention Plan is comprised of strategies designed to increase or reduce a definable set or pattern of behaviors exhibited by a student. The strategies include preventative techniques and how to respond to the behavior of concern.
1. Define the problematic behavior in clear, observable terms that are common to educators and non-educators alike.

2. Develop a plan of prevention that will mitigate any/all factors that trigger the targeted behavior.

3. Develop a plan of instruction to teach an alternate behavior that competes with the intensive, targeted behavior.

4. Develop evidence-based responses intended to reinforce the appropriate behavior of the student.

5. Develop a plan for crisis management.

6. Develop an appropriate data collection system that measures progress toward the desired goal of the intervention plan.