Key Licensure Assessment #8: Behavioral Support Plan
Intervention Specialist: Mild/Moderate – EDUC 570
Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

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

Key Licensure Assessment #8, The Behavioral Support Plan, is a three-part assessment. The first component is a Functional Behavioral Assessment designed to examine the depth and breadth of a candidate’s knowledge and understanding of problematic behaviors of a student with developmental disabilities at the mild to moderate level. The second component of the assessment is designed to determine a candidate’s ability and skill to assess the problematic behavior(s) and to then identify appropriate replacement behavior(s), using qualitative methods, such as formal observation and interview, to develop a Behavioral Intervention Plan. The assessment’s final component is the development of a Classroom Management System through which the candidate would manage the problematic behavior(s) of the selected student in a group setting by applying the Behavioral Intervention Plan.

Key Licensure Assessment #8 is carried out in the field experience component of and is assessed by the course instructor for EDUC 570: Professional Practices in Special Education.

To be admitted into clinical practice at Gateway 2, candidates must complete Key Licensure Assessments #6 - #8 (Individual Learning and Transition Plan, Communication and Collaboration Project, and Behavioral Support Plan) with at least 80% of the major elements of the initial level CEC content standards across these 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 2, 3, 5, 6, and 7 are evaluated through this key licensure assessment.

| 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 |
| Standard 2 – Major Element 4: Intervene safely with individuals with exceptionalities in crisis |
| Standard 3 – Major Element 7: Know principles of evidence-based practice |
| Standard 5 – Major Element 21: Participate on multidisciplinary child-study teams and practice in ways to assure non-biased assessments and decision-making |
| Standard 5 – Major Element 22: Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences, and identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs |
| 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 |
| Standard 6 – Major Element 25: Use the profession’s ethical principles and professional practice standards to reflect on and adjust their practice, and know how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice |
| Standard 7 – Major Element 28: Promote and advocate the learning and well-being of individuals with exceptionalities across a wide range of settings and a range of different learning experiences |
3. **Assessment Instrument**

   **Behavioral Support Plan Guidelines**

   *As you complete the following, refer to the scoring guide for Key Licensure Assessment #8 to ensure that you include all expectations for this assessment.*

   **Purpose:** The overarching purpose of Key Licensure Assessment #8 is to determine the extent to which candidates are able to manage problematic behaviors of students in a group setting through the use and application of a Behavioral Intervention Plan that is constructed in response to observations of a student with mild/moderate needs having a targeted, problematic behavior(s).

   **Component I: Functional Behavioral Assessment**

   In a two- to four-page narrative, respond to the following:

   Identify the target behavior of a school-aged child with mild/moderate needs.
   
   • Define the target behavior in observable/measurable terms.
   • Gather baseline data on the following three aspects of the target behavior: (1) frequency, (2) intensity, and (3) duration

   Conduct formal observations of the target behavior using frequency charts and observation forms. Establish data regarding the target behavior.
   
   • Where did the target behavior occur?
   • When did the target behavior occur?
   • With whom did the target behavior occur?
   • What were the consequences of the target behavior?

   Through observations, data collection, and interviews:
   
   • State a hypothesis regarding the target behavior
   • Identify the antecedents of the target behavior

   Document your baseline data using a graphic representation.

   **Component II: Behavioral Intervention Plan**

   Develop a Behavioral Intervention Plan (BIP) based on your findings from Component I: the functional behavioral assessment on the selected school-aged child with mild/moderate needs. Document the steps needed to develop the plan. In an additional two- to four-page narrative:

   • Restate your hypothesis from Component I
   • Identify the professionals with whom you consulted and collaborated to develop the BIP
   • List potential replacement behavior(s) for the target behavior
   • Provide a rationale for the replacement behavior(s) you chose
   • Describe your plan for modeling, teaching, reinforcing, etc. the replacement behavior(s)
Reinforcements to be addressed in the narrative:

- Reinforcers/rewards agreed upon in the BIP
- Reward frequency for the first two trials of the BIP
- How the data were collected regarding the behavior
- Length of the first and second trials of the BIP
- Explanation of the process by which you determined the effectiveness of the plan and rationale for the process you selected
- Results of using reinforcements
- Level and type of active student involvement at each component of the development of the BIP

**Component III: Classroom Management System**

Develop a classroom management system, for a group of students that includes the student for whom you completed Components I and II. In an additional two- to four-page narrative, describe the system. The system is to include the following:

**Section A**

- Describe the classroom expectations created for your environment
- Describe the process or processes used to create your list of expectations
- Provide a rationale for your list of expectations
- Describe the consequences, both positive and negative, that are aligned with the expectations
- Describe the manner in which you collected and managed the data regarding behavioral performance of your student

**Section B**

- Describe the use of physical space in your environment as a tool of classroom management
- Provide a graphic representation of the classroom with written descriptions of the spaces delineated in your drawing
- Describe why you chose to arrange your room in this manner and the arrangements’ relationship to your teaching style

**Section C**

- Describe how you intend to use instructional practices as a behavior management tool in the future