Key Program Assessment #7: Environmental and Behavioral Support Project

Overview
Gateway 3: Exit from Licensure Program
EDUC 547, 549, and 590
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

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

The **Environmental and Behavioral Support Project** serves as an assessment of a candidate’s ability to: (1) plan the use of the physical space in a classroom setting to maximize student learning and to create a positive learning environment and (2) establish and implement behavioral expectations for all students in a classroom setting. The candidate is charged with carrying out the work of this assessment during clinical practice and to then include documentation of the work as a component of the Professional Portfolio at the conclusion of clinical practice. The Portfolio is a requirement for the following seminar courses (EDUC 547, 549, and 590).

To exit the licensure program at Gateway 3, a candidate must complete Key Program Assessments #5 - #8 (Clinical Practice, Ability to Plan Lessons, **Environmental and Behavioral Support Project**, and Effect on Student Learning) with at least 80% of the candidate proficiencies across the four assessments rated at *meets candidate proficiency* and no candidate proficiency rated *unacceptable*.

2. **Description of How the Assessment Specifically Aligns with the Conceptual Framework**

The **Environmental and Behavioral Support Project** is aligned with the following candidate proficiencies as articulated in the conceptual framework for the Advanced Teacher Preparation Program: 1K2, 6K1, 8K1, and 8K2.
3. **Assessment Instrument**

   **Professional Portfolio**  
   Environmental and Behavioral Support Project Guidelines

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

   A. **Environmental Support**

   **Purpose:** To develop a visual plan that describes how you use the physical space in your setting to maximize student learning and that space being viewed by students and teachers as a positive learning environment.

   **Directions:**

   (1) Develop a graphic representation of how you use your classroom and/or other physical space to create a positive learning environment and to maximize student learning. Your graphic representation may consist of one or more diagrams, photographs, or some other type of visual depiction that shows how you utilize the physical space you have available for instruction. If you travel from one room to another, visually represent how you use one or more of the physical spaces in which you teach.

   (2) Develop a narrative that describes how the room arrangement, groupings, resources, and materials in your classroom setting accommodate the needs of individual and/or groups of students and support student learning.

   B. **Universal Behavioral Support**

   **Purpose:** To describe how you have established and implemented behavioral expectations for *all* students in your classroom setting, how behavioral expectations are reinforced, and what takes place when expectations are not met.

   **Directions:**

   (1) Develop and include the behavioral expectations/guidelines that you used during clinical practice or would use if you had your own classroom. If you were in a setting where the behavioral expectations/guidelines were already in place and you were told not to change them, simply include the behavioral expectations/guidelines that were used during your clinical practice experience.
(2) Include a list and description of the positive and negative consequences that were used in your clinical practice setting.

(3) Provide a rationale for each of the positive and negative consequences (e.g., why these specific consequences were used, for what behaviors did students receive the respective consequences, etc.). In the rationale, include how the needs of all students, individually and as a group, were met with the use of the behavioral expectations/guidelines and consequences.

(4) If you were in a setting where the behavioral support system was already in place and you were told not to change it, describe how the system worked for your cooperating teacher and for you. If the system appeared to be working, perhaps even without explicit behavioral expectations/guidelines and consequences, describe why you believe the system worked and how it was consistent or inconsistent with what you have learned about providing behavioral support. If the system was NOT working, describe which components you believed were not appropriate for the setting, and then explain how you would modify those components of the system.

NOTE: If you think it is important for the success of your clinical practice experience to modify the current system, but are not permitted to do so by your cooperating teacher, talk with your university supervisor immediately.

C. Targeted and/or Intensive Behavioral Support

Purpose: To describe how you established and implemented behavioral support at the targeted intervention or intensive intervention level that addresses the purposes of the behaviors, promotes positive behavioral alternatives, and is respectful of involved students.

Directions:

(1) In narrative form, using fictitious names, select a student or group of students who exhibit or have exhibited one or more patterns of inappropriate behavior.

(2) Identify and describe the inappropriate behavior(s) in observable and measureable terms: how often does the behavior occur (frequency), how long does the behavior continue (duration), what does the behavior look like and sound like (topography), how strong is the behavior, e.g. sobbing or ear-splitting crying (intensity), what occurs before the behavior (antecedent), and is there a period of time between the precipitating event and the student’s or group’s behavior (latency).
(3) Determine and describe the purpose (function) of the inappropriate behavior; e.g., is the student or group exhibiting the inappropriate behavior for attention, to escape/avoid something, for power, to communicate a need, etc.? That is, determine and describe what student need, right or wrong, the inappropriate behavior is fulfilling.

(4) Identify and describe, in measurable terms, the acceptable/positive (replacement) behavior(s) that you would like the student or group to exhibit instead of the inappropriate behavior(s). If there is a large difference between current inappropriate and desired replacement behaviors, you may need to set a goal that begins with the use of a less inappropriate behavior(s) and then work to shape the appropriate behavior(s). The replacement behavior(s) will need to address the same purpose(s)/function(s) as the inappropriate behavior(s).

(5) Identify and describe the targeted or intensive intervention that you and/or others choose to provide for the student or group to help develop and exhibit the replacement behavior(s). The intervention may include: (1) helping the student or group to understand why the inappropriate behavior(s) is inappropriate, what more appropriate options might be, and the development of a student or group plan to change the behavior; (2) teaching and reinforcing the replacement behavior(s); and (3) developing an individual or group contract to reinforce the replacement behavior(s).

(6) Describe how the replacement behavior(s) fulfilled the same purpose/function as the purpose/function of the inappropriate behavior and how the replacement behavior(s) was taught, practiced, and reinforced.