



Educational Specialist Program
Preliminary Credential
Signature Assignment for EDP 560
Positive Behavior Support Plan

Student Learning Outcome(s) Assessed:

SLO #6: Candidates will determine effective behavioral, emotional, and environmental supports for student learning.

Description of the Signature Assignment

Candidates will identify and work for at least 13 weeks (see Timeline) with a student from a school site who has a severe behavior problem. The objective of this project is to extinguish the aberrant behavior and increase the prevalence of a desired behavior. A copy of each report will be provided to the parent after it has been approved by the instructor. The school psychology report writing rubric (RWR) will be used to assess the quality of the summary report.

Directions for Students

The candidate will first conduct a functional analysis assessment (FAA) of the target behavior. The FAA will meet all of the requirements identified in Education Regulations 5CCR 3001 and 5 CCR 3052. These include:

1. Obtain parental consent.(Turn in with report)
2. Gather information from three sources: direct observation, interviews with significant others, and review of available data such as assessment reports prepared by other professionals and other individual records. These assessments are described in detail as follows:
 - a. Systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration, and intensity;
 - b. Systematic observation of the immediate antecedent events associated with each instance of the display of the targeted inappropriate behavior;
 - c. Systematic observation and analysis of the consequences following the display of the behavior to determine the function the behavior serves for the individual, i.e., to identify the specific environmental or physiological outcomes produced by the behavior. The communicative intent of the behavior is identified in terms of what the individual is either requesting or protesting through the display of the behavior;
 - d. Ecological analysis of the settings in which the behavior occurs most frequently. Factors to consider should include the physical setting, the social setting, the activities and the nature of instruction, scheduling, the quality of communication between the individual and staff and other students, the degree of independence, the degree of participation, the amount and quality of social interaction, the degree of choice, and the variety of activities;
 - e. Review of records for health and medical factors which may influence behaviors (e.g. medication levels, sleep cycles, health, diet); and
 - f. Review of the history of the behavior to include the effectiveness of previously used behavioral interventions.

3. A copy of the report should be provided to both the teacher and the parent. The FAA/BIP report will be assessed via the CSULB Report Writing Rubric, posted on Beach Board.

Scoring Rubric:

Case Study (Part 1) Rubric

Each section below is rated 0 – 4. The final score is an average of each subscore and weighted.

Topic	Expectations	Rating/Score
Problem Identification	<ul style="list-style-type: none"> All relevant student and context characteristics included with appropriate detail. Multiple and appropriate sources of information are used. Student's strengths described. Prioritize and define weaknesses in terms of gaps from expected level of performance or in comparison to peers. Based on the data, the most appropriate target behavior is selected. Target behavior is operationally defined. Baseline data provided and sufficiently described. 	
Problem Analysis	<ul style="list-style-type: none"> Multiple sources of information are used to analyze the problem. Prior response to interventions is considered (BEA, past interventions). Data-based hypotheses about why the problem (gap) is occurring are generated. Hypotheses are actionable. 	
Plan Development	<ul style="list-style-type: none"> A detailed description of the intervention, including specific goal(s) to be attained, who/what/when/why of intervention implementation. Goal is appropriate given baseline (i.e., same metric, attainable/ambitious, etc.) Plans for progress monitoring (PM) and intervention fidelity checks are in place. Intervention is evidence-based, congruent with hypotheses, and proportional to student need. Intervention(s) is consistently related to the target behavior. 	
Assessment Methodology/ Results	<ul style="list-style-type: none"> Assessments are administered correctly. Assessments are linked to referral concern. Results are reported correctly and in easily understood terms, and include adequate detail about the measurement tool/strategy and score interpretation. All assessments have good reliability and validity and are likely to inform intervention. Data are graphed/tailed when possible. 	
Cultural Competence - Assessment	<ul style="list-style-type: none"> Assessment methodology appropriately matched to cultural linguistic diversity (CLD) background of student. 	
Case Study Part I	<i>Points Earned: (weighted x6)</i>	<i>/24</i>
Report Writing	<ul style="list-style-type: none"> Language is used skillfully to communicate complex ideas and information; Transitions are facilitated smoothly with appropriate headings and subheadings; Report is consistently focused and organized; Statements are substantiated; Writing is grammatically correct & error free; consistently in active tone; Person-first language is used; Limited use of jargon and all acronyms are spelled-out when first used; Rubric & parent consent are attached 	<i>up to 6 points (not weighted)</i>
	Total Points	/30

Case Study (Part II) Rubric

Each section below is rated 0 – 4. The final score is an average of each subscore and weighted.

Topic	Expectations	Rating/Score
Cultural Competence - Intervention	<ul style="list-style-type: none"> Intervention is matched to CLD background and student skills. 	
Plan Evaluation	<ul style="list-style-type: none"> Data-based and detailed descriptions of the interventions (frequency, duration, etc.) in past tense. Description of student response to the intervention (descriptive and analysis of PM data) Describe intervention duration/intensity and any fidelity data. PM data charted correctly. Explicitly refer to PM data and chart in the report. Correct evaluation of success of intervention based on PM data. 	
Conclusion	<ul style="list-style-type: none"> Succinct restatement of problem, intervention and outcome; suggestions for further interventions are sufficiently detailed to be implemented, creative, evidence-based, feasible, and related to converging assessment data; Conclusions about special education eligibility are suggested when appropriate. Student post-intervention functioning described in relation to grade level standards/expectations (met, approaching, far below). 	
Case Study Part II	<i>Points Earned: (weighted x 7)</i>	<i>/28</i>
Report Writing	<ul style="list-style-type: none"> Data graphs clearly depict progress monitoring & student progress Language used clearly communicates complex ideas & information; Transitions are facilitated smoothly with appropriate headings and subheadings; Report is consistently focused and organized; Statements are substantiated by the data; Writing is grammatically correct & error free; consistently in active tone; Person-first language is used; Limited use of jargon and all acronyms are spelled-out when first used; 	<i>0-4 points (not weighted)</i>
Attached Documents	<ul style="list-style-type: none"> All data collection & graphs Peer-reviewed journal article(s) directly related to intervention topic Parent Consent Rubrics 	<i>0-3 points (not weighted)</i>
	Total Points	<i>/35</i>

Section	Pts. Earned	Weight	Total Score
Case Study Part I		x6	
Case Study Part II		x7	
Case Study I & II		/52	

Legend

Total Points	College of Education Assessment Scale Equivalent <i>(Report Writing & Attachments Not Included)</i>
47-52	4 (Exceeds Expectations)
42-46	3 (Meets Expectations)
36-41	2 (Meets Some Expectations)
31-35	1 (Does Not Meet Expectations)
0-30	0 (Unable to Score; Incomplete or Missing Work)