



Special Education 523: Behavior Dimensions Rating Scale Field Project

The administration of the *Behavior Dimensions Rating Scale* (Bullock & Wilson, 1989) is required for the successful completion of *SPED 523: Educational Assessment & Planning for Positive Behavior Management*. The Behavior Dimensions Rating Scale (BDRS) provides graduate students enrolled in the advanced LBS II program opportunities to develop a significant understanding of behavioral assessment and its application to individualized supports for behavior change. This document establishes an explicit outline of graduate students expectations for the successful submission of their BDRS field project. This field project will assess ISBE standards: 3A, 3C, 3D, 3E, 3F, 3G, 3H, 3J, 3K, 4B, 4C, 4D, 4F.

Any questions or concerns should be directed to Dr. Moreno as soon as possible prior to the administration of the assessment. **No extensions on the due date will be provided.**

Assignment Expectations

Participant Selection

Graduate students will be randomly assigned to a working trio to administer, score, and evaluate the administration of the BDRS. It will be the explicit responsibility of the trio to identify and secure an individual participant (i.e., participant student) outside of class. The participant should be a child/adolescent between the ages of 6-18 years of age enrolled in either a public or private school (excluding home-schooled individuals) with an identified emotional/behavioral disorder (or condition meeting professor-approval for the fidelity of the field project). In order to ensure the optimal educational experience and ethical obligations, graduate students are not allowed to assess their own child or relative. **Failure to meet the participant requirements will result in zero (0) points for the field project with no opportunity for resubmission nor substitution.**

Informed Consent

Graduate students must obtain written consent stating the purpose of the assessment and the guarantee of confidentiality in terms of the participant's scores and interpretation. The *Informed Consent for Practice Administration* is located in the appendix section of this document. Graduate students will print out the form, obtain parental consent with signature, date, and the submit the form with other required documents for successful completion of the field project. The signed document, *Informed Consent for Practice Administration* will be the only document with the identity of the participant child/adolescent and parent(s). A Spanish version of the Informed Consent for Practice Administration form is available upon request. It is strongly recommend the alternate Spanish form is utilized for Spanish-speaking parent(s). **Graduate students submitting English versions of the Informed Consent form when subsequent documents indicate parent(s) spoke exclusively Spanish will result in zero (0) points for the field project with no opportunity for resubmission nor substitution.**

Challenging Behavior

Upon evaluating possible candidate participants, graduate students are strongly encouraged to select participants with genuine challenging behavior(s) to ensure the optimal experience and professional reflection for the field project. Challenging behaviors need not be violent or aggressive but rather within the spectrum of behaviors that impede the educational experience for the participant student as well as chronic and been resistant to previous small-scale interventions. Conversely, selected challenging behaviors should not be minimal behaviors that can be addressed through the use of environmental engineering in classroom management. Consult with Dr. Moreno for assistance in identifying challenging behaviors that best fit the purpose of this field project.

School Confirmation

Graduate students must also submit a computer-generated letter printed on the cooperating school letterhead as confirmation of the administration authenticity. Failure to submit the confirmation letter on letterhead will result in a rejection of the assignment without opportunity for resubmission. **No exceptions will be made to this requirement (e.g., the professor will not call or accept phone calls from the cooperating school), nor late submissions accepted.**

Critical Clarification

When securing a participant and setting, it is critical the graduate students communicate the purpose of this field project. Graduate students are administering the BDRS **exclusively** as an educational endeavor and field practice. Graduate students should not give the impression the field project will result in mandatory actions or assistance to the cooperating educators or participant student. The field project operates on an observational measurement intention. The parent(s) and the cooperating educator (with parent permission) will be provided a copy of the rating forms by the graduate students upon request. All other documents are to be submitted to Dr. Moreno only.

Administration Overview

The BDRS is an individualized, self-scoring instrument designed to measure patterns of challenging behaviors through the use of a bi-polar scale. The intended audience of administrators includes behavioral specialists, counselors, school psychologists, general and special education classroom teachers. The ease of administration and scoring provides administrators weighted results in less than 30 minutes. Additionally, the BDRS provides administrators the opportunity to monitor behavioral change over predetermined periods of time.

Upon trio assignments, graduate students will be provided copies of the *BDRS Examiner's Manual* and *BDRS Rating Form*. Graduate students are required to read chapters 2, 3 of the *BDRS Examiner's Manual* and review of the *BDRS Rating Form* to ensure a working understanding of the instrument.

After securing the following:

- Participant student with identified challenging behavior
- Completion of *Informed Consent for Practice Administration* form
- Mutually agreed upon parameters for behavioral observation

Graduate students must perform one (1) observation per trio member utilizing the *BDRS Rating Form* and score in accordance to the protocol described in the *BDRS Examiner's Manual* **after** an initial five (5) school day (i.e., occurrences) observation period. While the *BDRS Examiner's Manual* recommends two weeks observation prior to scoring, the pragmatics of an academic semester restricts this window of time.

Upon completion of all required observation ratings, graduate students must compile and calculate the *BDRS Subject Profile* form as indicated in the *BDRS Examiner's Manual*. The resulting *BDRS Subject Profile* will be used to develop a *Participant Case Study* providing an overview of the participant meeting the parameters described in the subsequent section.

Participant History Narrative

Preceding the collected forms, the graduate students must develop one six (6) page written narrative of the participant discussing the participant history (academic, social and behavioral), the location of the school, description of the challenging behavior(s) and its impact on the quality of the educational experience for the participant, and three (3) descriptive positive-based recommendations to address the observed challenging behavior utilizing resources appropriate to the academic setting of the participant (e.g., classroom arrangement, behavioral instruction).

The guidelines for the case study narrative are:

Title Page

See APA manual for title, running head, and pagination requirements (No abstract or references section is required)

Formatting

- 1" Margins throughout document
- 2.0 line spacing
- Left-aligned text
- Acceptable fonts (size 12) - Arial, Courier, Helvetica, Times New Roman; Be sure the header is formatted in the same font (size, pitch) as the body text
- Paragraph spacing settings set to "0 Before and After paragraphs"

Author's Voice (Refer to Chapters 3, 4 of the APA Publication Manual)

Required Documents for Submission

Refer to the list below for the required documents and their sequence for a successful submission.

- I. Narrative
 - A. Participant history
 - B. Educational setting description
 - C. Discussion of involved individuals
 - D. Description of challenging behavior and its history
 - E. Three descriptive positive-based behavioral recommendations
- II. Informed Consent form
- III. School Confirmation on school letterhead
- IV. Completed BDRS Rating Forms
 - A. Observer A
 - B. Observer B
 - C. Observer C
- V. BDRS Subject Profile

Submission Protocol

Project documents (both handwritten and computer-generated) should scanned and included for submission via NEIU Learning Management System. The project will be scored in adherence to the scoring rubric (located on Appendix A of this document). Graduate students will receive a scored copy of the rubric. Each member of the graduate student trio will receive the identical score for the collaborative effort.

File Format and Uploading

Electronic submission of all aforementioned documents will only be accepted as PDF files. It is the responsibility of the graduate students to scan and convert the documents into PDF files and submit all documents in a compressed ZIP (.zip) file using the Assignment feature on NEIU Learning Management System by the indicated due date.

Failure to submit all documents as PDF and in a compressed ZIP (.zip) file by the due date will result in zero (0) points for the assignment.

NEIU main and satellite campuses have facilities available to all enrolled graduate students to scan hard copy documents into PDF files. Please visit <https://print.neiu.edu/> for more information.

Appendix A

Scoring Rubric for BDRS Field Project

| | |
|---|--|
| Meets Standards (50), Acceptable (25), Does Not Meet Standards (0) - <i>Participant History Narrative</i> | |
| Meets Standards (20), Acceptable (10), Does Not Meet Standards (0) - <i>BDRS Administration</i> | |
| Participant History Narrative (50 points) | |
| Formatting, Author's Voice, Descriptives, Behavioral Recommendations | <p>Participant Case Study narrative demonstrates adherence to APA (6th ed.) formatting requirements (e.g., font, size, page format, etc.) and includes Title Page with running head throughout document. Narrative is written in professional voice, third-person formal (with adherence to guidelines discussed in Chapters 3, 4 of the APA manual) and presents critical information: discussing the participant history (academic, social and behavioral), the location of the school, description of the challenging behavior(s) and its impact on the quality of the educational experience for the participant, and three (3) descriptive positive-based recommendations to address the observed challenging behavior utilizing resources appropriate to the academic setting of the participant (e.g., classroom arrangement, behavioral instruction)</p> |
| 50 45 40 35 30 25 20 15 10 5 0 | |
| BDRS Observation Protocol | |
| Observation Rating Forms | <p>Three (3) BDRS Rating Forms are submitted indicating three (3) quantitative observations were conducted in accordance to the Examiner's Manual. All components of forms are completed and indicate collection of quantitative data.</p> |
| 20 18 16 14 12 10 8 6 4 2 0 | |
| BDRS Subject Profile | |
| Resulting Score Report | <p>Completed BDRS Subject Profile indicates appropriate and accurate degree of effort indicative of professional and diligent data collection as recorded by the observers (i.e., graduate students). Resulting scores are accurately calculated and present consistent degree of inter-observer validity and reliability.</p> |
| 20 18 16 14 12 10 8 6 4 2 0 | |
| Total Points Earned | _____ out of 100 possible points |

Comments:

Appendix B

Behavior Dimensions Rating Scale (BDRS): Informed Consent for Practice Administration

Dear Parent,

As part of the course requirement for Special Education 523 (SPED 523) offered at Northeastern Illinois University (NEIU), graduate students enrolled in the class are required to assess one child or adolescent who are experiencing behavioral difficulties in the classroom for their educational purposes.

The graduate student will be required to conduct in-person observations on your child's behavioral concerns and collect data as a demonstration to better understand behavioral difficulties and the impact on the educational experience.

All information collected for this assignment will be used only the educational purposes of this assignment and will be held in confidence. As well, your child's real name will not be used. You will be provided with a copy of the resulting data collection for your records at the conclusion of the assignment, if desired. This assignment will not be incorporated into your child's educational services by his/her school.

If you would like to allow your son or daughter to participate, please complete, sign, and date this permission form for the graduate student. If you have additional questions regarding this assignment, please feel free to contact Dr. Gerardo Moreno at NEIU at 773.442.5715 or through email at g-moreno1@neiu.edu.

Thank you for your assistance in this educational endeavor.

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|-----------------------------------|--|
| Child name | |
| Parent name | |
| Parent signature | |
| Today's Date | |
| Graduate student name | |
| Graduate student signature | |

