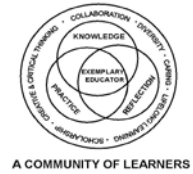


NORTHERN ILLINOIS UNIVERSITY
Department of Special and Early Childhood
TLSE 587: Practicum in Special Education Teaching



Suggested Text:

Johnson, L. (2005). *Teaching outside the box: How to grab your students by their brains*. San Francisco, CA: Jossey-Bass.

Rosenberg, M.S., O'Shea, L., & O'Shea, D. J. (2006). *Student teacher to master teacher (4th Ed.)*. Upper Saddle River, NJ: Prentice-Hall.

Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press, Inc.

It is expected that you have maintained textbooks from your Methods, Assessment, and Behavior Management courses.

Overview:

This class will provide supervised student teaching of exceptional children and adolescents with special needs in diverse cultural and educational settings. All teacher candidates must satisfy the regulations governing student teaching. (*Prerequisite: Completion of professional education and related course work, or consent of the department*).

Course Objectives:

The student teacher, under the guidance of the cooperating teacher and the university supervisor, will:

1. Design and implement lessons for students with disabilities at different levels of functioning. (IPTS: 2,3,6; CEC: 2,3,4; K, P)
2. Design and implement lessons for students with disabilities from a diverse community of learners including learners from all family structures and learners from socio-economic, cultural, ethnic, religious, and racially diverse backgrounds. (IPTS: 3; CEC: 3; P)
3. Design and implement lessons for students with disabilities in different educational settings. (IPTS: 2,3; CEC: 2,3; P)
4. Collaborate and cooperate with other professionals and parents/guardians contributing to the educational program for the student involved. (IPTS: 9; CEC: 10; P)
5. Use reflection for self-evaluation of content base, teaching skills, and professionalism. (IPTS: 10; CEC: 9; R)
6. Use pre/post assessment to determine instructional impact on student learning. (IPTS: 8; CEC: 8; K, P, R)

Subject Matter Content:

1. Assessing needs of students with disabilities using appropriate and non-discriminatory formal and informal assessment instruments. (Objectives 1, 2, 3, 4, 6)
2. Translating assessment information into educational planning. (Objectives 1, 2, 3)
3. Establishing long-term goals and short-term objectives in planning educational programming. (Objectives 1, 2, 3)
4. Adapting curricular materials and instruction to functioning level of students with disabilities. (Objectives 1, 2, 3, 6)
5. Using classroom management techniques appropriate to the identified disability remaining culturally sensitive. (Objectives 1, 2, 3)
6. Adapting instructional techniques and activities to learners with varying disability and language needs. (Objectives 1,2,3)
7. Implementing various educational delivery systems used at the elementary and secondary level. (Objectives 3, 5)
8. Establishing interpersonal relationships with school personnel and other supporting personnel and parents/guardians involved in providing educational services to students with disabilities. (Objectives 4, 5)
9. Establishing rapport with students with and without disabilities. (Objectives 1, 2, 3)
10. Displaying professionalism in delivering instruction to students with disabilities. (Objectives 1, 2, 3, 4, 5)

Professional Behavior:

For most teacher candidates, student teaching is the capstone experience prior to entry into the field as a professional educator. As such, it is expected that all candidates conduct themselves in a professional manner, including but not limited to, the following:

1. Attendance and Absences
 - a. Teacher candidates are expected to attend every day throughout the entire period of student teaching and to observe the same school hours as the regular faculty at their school.
 - b. The candidate may not leave school without permission of the cooperating teacher.
 - c. The candidate is expected to be on time. Tardiness at the beginning or end of the day is not permitted.
 - d. Teacher candidates will not be excused from any student teacher responsibilities in order to work, participate in a class, or take part in personal or university activities with the exception of university seminars and the NIU Job Fair. This absence must be approved by the university supervisor and the cooperating teacher.
 - e. There are very rare instances of excused absences for student teachers. They are: illness of the student teacher, a death in the student teacher's immediate family or other unusual and unforeseeable circumstances not encountered by the other student teachers that prevent the candidate from attending. Decisions regarding whether absences are excused are the joint responsibility of the cooperating teacher, the university supervisor, and the school principal. This committee will decide when absences are excused or unexcused. In most cases, documentation will be required. In some instances, the clinical coordinator will be consulted or involved. Student teachers who miss more than three (3) days in the semester may be asked to make up missed days at the end of their student teaching experience.
 - f. In case of illness, a student teacher must notify both his or her cooperating teacher and the university supervisor of an impending absence. Such notification must be made as early as possible to accommodate changes in plans. Student teachers who are absent at a time when he or she is expected to teach are obligated to deliver the day's plans and materials to the cooperating teacher. In most cases, documentation will be required.
 - g. In the event that there is a need for an extended absence (more than two consecutive days), the university supervisor will inform the clinical coordinator who will consult with the Clinical Task Force for final approval before the absence is granted or taken.
 - h. For information on NIU's policy for religious observations, please visit the following website: http://www.seasite.niu.edu/flin/niu_policy_on_religious_observan.htm (absences for religious accommodations will need to be made up regardless of performance).

2. The student teacher will notify the university supervisor of any conflicts in the observation schedule as soon as possible.
3. The student teacher will maintain hours consistent with school policy for regular teachers. This refers to both arrival and departure from school, attendance at IEP meetings, staffings, and family visits. Student teachers will attend institute days and events outside of regular school hours with the cooperating teacher unless specific arrangements have been made with both the cooperating teacher and the university supervisor.
4. The student teacher will maintain the confidential nature of any information regarding students. A breach of confidentiality could be cause for dismissal and result in a grade of “Unsatisfactory.”
5. Student teachers are expected to dress professionally each day they are at their student teaching site. Professionalism is defined using the following guidelines. NIU teacher candidates are expected not to wear:
 - a. jeans, sweat pants, pajama pants, or shorts
 - b. tight-fitting, provocative clothing (such as low-riders or crop tops)
 - c. revealing/low-cut tops
 - d. clothing that reveals undergarments
 - e. skirts or dresses that are shorter than 2-3 inches above the knee
 - f. leggings unless top/skirt/dress is 2-3 inches above the knee
 - g. flip flops or shoes that would prohibit you from performing your duties safely
 - h. nose rings, eyebrow rings, tongue rings, lip rings, clear plastic studs or “spacers”.
 - i. tattoos – make sure they are covered
 - j. ear piercings (men)

Professionalism is a broad concept depending on the situation and setting. The attire and grooming of student teachers while in the school must conform to the accepted good practices of the school. To determine these practices, student teachers should observe other teachers and ask their cooperating teacher and principal for guidance. Student teachers are expected to participate in the culture of the school (e.g. spirit week, homecoming, Friday jean day, etc.)

6. The student teacher will act with the decorum befitting a professional and representative of Northern Illinois University.
7. **The student teacher will notify the university supervisor immediately in the event of difficulties arising in the student teacher situation.** Student teachers are urged to contact the supervisor at home.

Process for Grievance of Decisions:

In the event that a student teacher does not agree with a decision made by the cooperating teacher, he or she must consult the university supervisor. If the decision made by the university supervisor is not agreed upon, then the student must make an appointment with the clinical coordinator to discuss the situation. The clinical coordinator will then confer with the Clinical Task Force (program faculty) about the decision. If that decision is not agreed upon, then the candidate can make an appointment with the Director of Student Services. The final grievance step will be with the Associate Dean.

Expectations:

The student teacher will maintain a three-ring notebook and continue to maintain your notebook with appropriate dividers to be available for the university supervisor to review during each visit. All assignments, including daily lesson plans and written evaluations, should be carefully organized in this notebook.

The student teacher will participate in a 3-way conference with the university supervisor and the cooperating teacher. At this 3-way conference university requirements will be clarified and the University Observation Form and Responsibility and Feedback Schedule will be explained.

University Supervisor' Responsibilities:

The university supervisor has many responsibilities including:

1. Conducting a three-way conference between the student teacher and the cooperating teacher within the first ten days of each student teaching experience. The purpose of the three-way conference is to clarify responsibilities.
2. Providing a schedule of at least two or three visits (plus the first three-way visit) for each student teaching experience.
3. Consulting with the cooperating teacher during visits.
4. Attempting to schedule each visit to ensure the observation of teaching by the student teacher.
5. Providing feedback after each observation. This feedback will include evaluative, resource, and support information.
6. Providing written feedback after each observation and write a Professional Growth Plan to address specific remedial concerns as needed.
7. Providing an impartial narrative evaluation to be placed in the student teacher's credential/placement file.

The Cooperating Teacher

The role of the cooperating teacher is vital because the cooperating teacher will have the greatest amount of direct contact with the student teacher during the clinical. Ideally, a mentor relationship between the cooperating teacher and the student teacher is developed in order to achieve the maximum benefit from the field-based experience. It must be remembered, however, that the cooperating teacher's first responsibility is to his/her students, ensuring that quality instruction is delivered consistently. If at any time the cooperating teacher feels that the student teacher is compromising the education of his/her students, the cooperating teacher is encouraged to notify the university supervisor and/or the clinical coordinator and discontinue the student teacher's placement.

Among the responsibilities of the cooperating teacher are the following:

1. Introduce and orient the student teacher to the district, school and classroom physical layout, policy, and procedures.
 - a. All student teacher communications to parents (written and telephone) must be approved by the cooperating teacher.
 - b. Develop a flexible schedule of assumption of responsibilities as per suggested student teaching sequence in the handbook appendix.
 - c. The cooperating teacher must approve implementation of new discipline strategies.
 - d. Any meeting with cooperating teachers should occur on school grounds or in district approved facilities.
 - e. Weekly cooperating teacher evaluation of the student teacher is requested. The weekly evaluation form will be reviewed by the university supervisor and shared weekly with the teacher candidate.
2. Model appropriate curriculum teaching procedures and methods of instruction.
3. Model and guide the development of the teacher as a professional capable of interacting with students and other professionals.
4. Model and guide appropriate classroom organization, management skills and techniques, which facilitate quality, effective teaching strategies.
5. Model and explain effective, quality student discipline strategies. Guide and collaborate with the student teacher to identify strategies that are most effective for his/her teaching style and personality.
6. Determine curriculum objectives. Allow student teachers to implement varied strategies to teach curriculum objectives.
7. Observe and critique student teacher's methods noting techniques and strategies that work well, suggesting alternative strategies to improve instruction, student learning, and classroom management.

8. Provide opportunities and situations for the student teacher to demonstrate his/her unique area of creativity and expertise. Allow the student teacher to implement the methods and theories learned throughout their coursework.
9. Reflect with the student teacher about professional growth as a teacher. Guide the student teacher in the process of self-evaluation of personal professional growth as well as quality teaching techniques. Try to set aside at least 15 minutes a day to give feedback to student teachers through conferencing.
10. The classroom teacher plays an important role in providing feedback to the supervisor and student teacher. This is accomplished in a variety of ways:
 - a. Complete weekly evaluations
 - b. Participate in providing feedback for the Final Evaluation
 - c. Participate in a Professional Growth Plan to address specific remedial concerns
 - d. Provide information for the student performance review procedure, a process to review and offer remediation to improve target areas of performance

Working with Student Candidates with Concerns

At Northern Illinois University, teacher education is a process that has several checkpoints along the way to help ensure appropriate candidate growth in knowledge, skills, and dispositions. During the student teaching experience, problems may develop. Indicators of problems may include, but are not limited to, poor management, instructional or interpersonal skills, lack of punctuality, complaining, blaming, and resistance to suggestions for change. During student teaching, a Professional Growth Plan will be written clearly stating the issue or problem and giving the expectations to promote the desired change.

Deferral Status

During a student teaching experience, deferral status may be given to a student who:

- Has less than a cumulative NIU 3.0 grade point average
 - Is either pulled or received an unsatisfactory in his/her 1st quarter student teaching experience
- Students who are either pulled or receive an unsatisfactory in their 1st quarter student teaching experience may not be allowed to continue to their 2nd quarter experience until they satisfactorily repeat the unsatisfactory clinical experience. This decision will be made by the Clinical Task Force (program faculty).

Students with deferral status may not register for their next clinical experience until they successfully complete the student teaching experience in question. If a student who is on deferral status attempts to register for the next clinical experience, that student will be dropped from that course.

Termination of Placement

School personnel reserve the right to terminate a student's placement for a variety of reasons. Some of these reasons may include, but are not limited to, inappropriate dress or behavior, breaches of school district policy, illegal activity on the part of the student teacher, or inability to perform duties required of a student teacher.

Dispositions for Teaching

Dispositions for teaching are assessed and monitored throughout all classes in order to intervene with support as needed.

Grading:

Student teachers will receive one of three possible grades: Satisfactory, Unsatisfactory, or Incomplete. Students can receive an Incomplete only in the case of extraordinary circumstances such as illness or a death in the family and can be initiated by the university supervisor only, not the student teacher. The university supervisor will consult with the clinical coordinator who will confer with the Clinical Task Force in the event that an Incomplete is being considered. To receive a satisfactory grade a student teacher candidate must have a mean score of 3 in each area on the weekly evaluation and in each area of the supervisor's observation form during the last 3 weeks of the placement. Grades are based on completion of all expectations, assignments, requirements and the demonstration of competence in the classroom.

A grade of "unsatisfactory" will be given to student teachers who do not demonstrate competency in the classroom; do not complete expectations, assignments, or requirements; or whose teaching, personal, and/or professional abilities indicate that they would be a liability to the teaching profession. If the student does not have a mean score of 3 on his/her weekly evaluation and supervisor's observation form by week 5 of each eight week placement, there will be both written and verbal communication stating that the student is in danger of failing. A remediation plan will go into place addressing skills that were rated below a score of 3.

The final grade will be determined by the university supervisor in consultation with the cooperating teacher. Final scores will need to average a 3 in every area of the cooperating teacher's evaluation and in every area of the supervisor's evaluation during the last 3 weeks. Those students who do not have a mean score of at least a 3 in an area are at risk of failing. While the cooperating teacher and the university supervisor generally discuss grading considerations, the final grade will be determined by the university supervisor. To be judged complete (satisfactory), all written assignments, expectations, and requirements must be either typed or legibly written. Correct spelling and grammar are expected. Student teachers who fail to complete assignments legibly with correct spelling and grammar can be required to redo assignments. Repeated problems with written work can result in an unsatisfactory grade or in statements of concern included in the supervisor's final observation form. Classroom competence can be defined in a number of ways. In the case of student teaching, classroom competence is documented by the university supervisor's observation form of each teaching observation and the resulting final evaluation.

Academic Integrity is expected as defined by the *Graduate Catalog*:

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious matter. "Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, journals, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university." If academic misconduct is suspected, the instructor will follow the "Faculty Guide to Academic Misconduct" issued by the University Judicial Office.

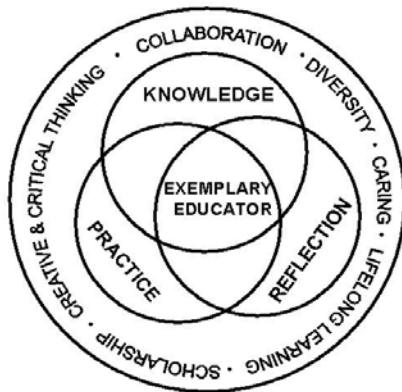
Statement on Accommodations:

NIU policy mandates that reasonable accommodations be provided for qualified students with disabilities. Students have the responsibility to both self-disclose and request accommodations through the NIU Center for Access-Ability Resources (CAAR), located on the 4th floor of the University Health Service (815.753.1303). This office is designated to provide services and accommodations to students with diagnosed disabilities. Communication with faculty or other staff members does not, by itself, constitute "self-disclosure" in fulfillment of the university ADA accommodation requirements. If you have not already done so, you will need to register with the CAAR. Your special needs will be handled in a confidential manner.

We look forward to talking with you soon to learn how we may be helpful in enhancing your success in this course

NIU Conceptual Framework

The NIU Community of Learners builds on knowledge, practice, and reflection to produce exemplary educators. The community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. These strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community, which supports lifelong learning.



A COMMUNITY OF LEARNERS

Assignments:

The student teacher will complete a number of assignments during student teaching. These assignments are designed to facilitate previously acquired knowledge from earlier clinical experiences to encourage the student teacher to engage in the professional activities of a special educator. It is expected that assignments will be completed in a timely manner; however, each situation is unique. For this reason, university supervisors may modify specific due dates or requirements. Assignments and due dates are listed below; specific expectations for each assignment follow.

Assignments should indicate a level of professional preparation necessary for any school individual to be able to easily read and understand with correct grammar, punctuation, and spelling.

1st Quarter	Approximate Due Date Determined by Individual Supervisor
General Orientation (pp. 9)	
Instructional/Lesson Plans (pp. 10-12)	

2nd Quarter	Approximate Due Date Determined by Individual Supervisor
General Orientation (pp. 9)	
Instructional/Lesson Plans (pp. 10-12)	

To be done in either placement	Quarter	Approximate Due Date Determined by Individual Supervisor
IEP (pp. 13- 20)		
Behavior Support Plan (elementary or secondary) pp. 22-34		
Transition Plan		

Please note that modifications in due dates or requirements cannot be made without specific consultation with the university supervisor.

GENERAL ORIENTATION

As a new professional in any system, it is your responsibility to become aware of school policies, schedules, safety concerns, and location of materials. You should be aware of these procedures and materials by the end of week one.

	Date	Student's Initials
1. Obtain a copy of the handbook, if possible. If not, read and note important details.		
2. Read school's acceptable policies regarding cell phone and personal technology.		
3. Be aware of your school's attendance procedures, behavior expectations, and dress code.		
4. Obtain copies of referral materials and be familiar with referral procedures.		
5. Obtain a schedule for all school and special education meetings.		
6. Obtain lunch duty schedule and policies.		
7. Be aware of break (recess?) schedules and rules and regulations.		
8. Become aware of support responsibilities and relationships with paraprofessionals.		
9. Become aware of the guidelines, procedures, and legalities, etc. of photocopying.		
10. Become aware of office procedures.		
11. Obtain a map of the building and fire exits.		
12. Be aware of safety drills and procedures for fire, severe weather, and lock down situations.		
13. Record the names of all professional and para professional staff.		
14. Become familiar with procedures for moving the class within and outside the classroom.		
15. Become familiar with location of supplies and procedures for usage.		
16. Become familiar with location of AV equipment and technology and procedures for usage.		
17. List all students (first names only) with IEP's. If your setting is a resource room or general education, list students by instructional period and subject and include primary and secondary disabilities.		
18. Write an introductory letter to parents (submission upon request of supervisor)		
19. Obtain a copy of the school calendar.		
20. List classroom rules, expectations, and reinforcers.		
21. List Individual Behavior Plans and classroom rules (if applicable).		
22. For each inclusion setting, list all classroom rules (if applicable).		
23. Read the school's Acceptable Use Policy for technology.		
24. Be familiar with any student health issues in the classroom and the school's policy for health-related issues.		

Instructional / Lesson Plans

For each lesson you teach, you will be required to write a lesson plan. These plans may be maintained in a plan book, folder, or in your three-ring notebook. Plans must be written in advance and submitted to the cooperating teacher. Allow enough time to make revisions if necessary. The lesson plan form (p.11) is used unless a modified lesson plan is approved by your supervisor and or cooperating teacher. If the university supervisor or cooperating teacher has concerns regarding lesson planning or preparation, either may, at any time, require more complete written lesson plans.



LESSON PLAN FORMAT

Subject: _____ Date: _____

Learning Standards (Illinois state goals, Council for Exceptional Children standards, and/or learning standards that apply to your lesson):

Indicate Present Level of Performance and how measured (describe baseline, pretests, observation data, IEP information, CBM, or other informal assessment data)

Behavioral Objective (condition, learner, behavior, criterion):

Assessment of behavioral objective [describe how you will measure target skill and provide assessment artifact (e.g., data sheet, permanent product, post-test)]

Materials (List all materials needed for your lesson. Include both teacher and student materials and be specific (e.g., page numbers, book titles, supplies, etc):

Accommodations/modifications for students with language needs (ELL/ESL) when appropriate

Accommodations/modifications for students with physical, cognitive, behavioral, and sensory needs when appropriate

Lesson Introduction (Include an attention grabber; overview; review (if applicable); academic expectations; behavioral expectations; and rationale/purpose):

Modeling (Step-by-step procedures or description. Teacher explains examples of what is expected as an end product of their work. Use think aloud when appropriate.):

Guided Practice (Include here an activity/task that you will lead students through to ensure they are firm on the skills, concepts, etc. modeled. Be sure to describe this section with enough detail that another person could teach your lesson):

Independent Practice (Include an activity/task in which the students have an opportunity to practice the new skill, concept, etc. on their own, but under the teacher's supervision:

Closure (Provide a review in which you ask your students to explain or demonstrate the skill/s, concept/s one final time before the lesson is over; specific feedback on how well the students performed, and a transition to the next activity):

Lesson Plan Results (Summarize and reflect on changes in student behavior or progress toward goal as a result of instruction):

Lesson Plan Rubric, TLSE 587

Lesson Component	Meets/exceeds standards	Partially meets standards	Does not meet standards	Comments
Learning Standards (1, 5%) CEC2002: GC.CC7K3	Directly applies to lesson objectives; appropriate for student age, skill level, and goals	Somewhat related to lesson objectives; somewhat appropriate to student age, skill level, and goals	Missing, not applicable to lesson objectives, inappropriate for student age, skill level, or goals	
Lesson introduction (2, 10%) IL-CAS-SPC.CC1 IL-CAS-SPC.CC1D	Includes best practice related to 5 components: attention grabber, review (if applicable), rationale, academic and behavioral expectations.	At least 4 components are present. Descriptions of 3 or more components are thorough, specific, and complete.	3 or fewer components are present. Descriptions of 3 or more components are weak, vague, or incomplete.	
Behavioral objectives (2, 10%) CEC2002: GC.GC7S6	Includes all 4 components: condition, learner, behavior, criteria. All components are complete and appropriate.	At least 3 components are present, or components may have minor weaknesses in appropriateness or specificity.	2 or fewer components are present, or components may have major weaknesses in appropriateness or specificity.	
Materials (1, 5%) CEC2002: GC.GC4K1	Materials needed for a successful lesson are specified and appropriate for learner and objective.	Materials may be specified without sufficient detail, or may be somewhat inappropriate to learner or objective	Materials are not specified, are inappropriate to learner, or are inappropriate to objective.	
Modeling (4, 20%) CEC2002: GC.GC7S3	Complete description of modeling of skills and procedures; inclusion of sufficient and appropriate examples and non-examples (where applicable)	Description of model is incomplete and/or weak; OR examples somewhat inappropriate to learner or objective	Missing, or inappropriate to skills, procedures, or learner	
Guided practice (4, 20%) CEC2002: GC.CC4S3	Actively engages students with sufficient and appropriate opportunities to practice the modeled skills and procedures with feedback; method of providing feedback is described	Insufficient and/or somewhat inappropriate opportunities for learner to practice modeled skills and procedures; method of feedback is not described or is inappropriate	Missing, inappropriate to learner or modeled skills or procedures; method of feedback is absent	
Independent practice (2, 10%) CEC2002: GC.CC4S3	Provides sufficient and appropriate opportunities for learners to develop independence	Insufficient and/or somewhat inappropriate opportunities for learner to develop independence	Missing, inappropriate to learner or modeled skills or procedures	
Closure (2, 10%) CEC2002: GC.GC4K7	Closure activities appropriate for learner and objective; 3 components described completely: teacher feedback regarding academic expectations, opportunity for student review, transition to next activity	2 components of closure activities included; 1 component described is inappropriate for learner or objective and/or poorly described	Closing activity missing or only 1 component described; 2 or more components may be inappropriate for learner and/or poorly described	
Assessment of lesson objective (1, 5%) CEC 2002: GC.CC8S8	Directly assesses behavioral objectives	Insufficiently assesses behavioral objectives	Missing or unrelated to behavioral objectives	
Mechanics (1, 5%) IL-3.A.4	Typed, free from errors in spelling, grammar, and punctuation	Not typed or contains 1 – 2 errors in spelling, grammar, or punctuation	Not typed or contains 3 or more errors in spelling, grammar, or punctuation	

	Met (1 pt)	Did not meet
Overall Performance (1, 100%)	Student Met Expectations (of at least 80%)	Student did not meet expectations.

(To be completed in one of your placements)

IEP

One of the most difficult tasks for new special educators is the development of meaningful Individual Education Plans (IEP). Although federal and state requirements are consistent, each district has additional requirements and specific forms. Many districts have a Special Education Handbook that reviews the requirements of the paper work functions of the special educator. If such a handbook is available, please review it.

1. You are to write goals and benchmarks/objectives for one of your students.
2. Use the modified IEP form below. DO NOT use full names or personal information. Use first names only.
3. Write two annual goals for each subject area. Each annual goal must have an accompanying Illinois Learning Standards goal.
4. Write at least three (3) benchmarks or objectives for each annual goal. The benchmarks or objectives need to be written in behavioral objective form.

INDIVIDUALIZED EDUCATION PROGRAM

Date of most recent evaluation _____ (Month Day Year)

Purpose of Conference (Check all that apply)

- Review of Existing Data
- Initial Eligibility
- Reevaluation
- Initial IEP
- IEP Review/Revision
- Transition
- Manifestation Determination
- Graduation
- Termination of Placement
- Other (e.g. FBA/BIP)

Student Identification Information

Address _____ (Street, City, State, Zip Code)
Date of Birth _____
Gender Male Female
Ethnicity _____
Language/Mode of Communication used by Student _____
Current Grade Level _____
Anticipated Date of HS graduation _____
Placement _____
Disability _____

Participants—(Signature indicates attendance)

Student _____
 Parent _____
 Parent _____
 Administrator _____
 General Education Teacher _____
 Special Education Teacher _____
 School Psychologist _____
 School Social Worker _____
 Speech-Language Pathologist _____
 Bilingual Specialist _____
 Interpreter _____
 Other _____

If parent (s) did not attend IEP meeting, document the attempts to contact the parent(s) prior to the meeting. Include date of attempt and type of attempt. **Attach copy of parent notification to back of IEP.**

Procedural Safeguards

Explanation of Procedural Safeguards were provided to or reviewed with the parent(s)/guardian(s) on _____ (date).

Parent(s)/Guardian(s) were given a copy of the following:

- Evaluation report and eligibility determination
- IEP
- District’s behavioral intervention policies
- District’s behavioral intervention procedures (initial IEP only)
- Assessments – formal and informal

Documentation of Evaluation Results

Record the student’s **current level of performance**. Describe the student’s **strengths** and **weaknesses**. Evaluation data may include: parental input, teacher recommendations, physical condition, social or cultural background, adaptive behavior, record reviews, interviews, observations, testing, etc.

Academic Achievement

Reading—Present level of performance with strengths and weaknesses

Mathematics—Present level of performance with strengths and weaknesses

Written Expression—Present level of performance with strengths and weaknesses

Functional Performance

Present level of performance with strengths and weaknesses

Cognitive Functioning

May include information from standardized tests or intelligence tests (IQ)

Communicative Status

Describe language, articulation, voice, fluency affecting educational performance

Is the student an English Language Learner (ELL)? Yes No

Health

List any medical difficulties of the student that affect educational performance.

List names of medications the student is currently taking.

Hearing

List date and result of last hearing screening.

Vision

List date and result of last vision screening.

Does the student wear glasses/contacts? Yes No

Motor Abilities (Fine and gross motor skills)

Present level of performance with strengths and weaknesses

Social/Emotional Status/Social Functioning

Present level of performance with strengths and weaknesses

Include information regarding how the environment affects education performance, student's life history, behavior, personal and social responsibility, cultural background, and independent functioning

Effect of individual's disability on involvement & progress in the general education curriculum

How does the student's disability affect the student's ability to participate in the general education classroom?

If student is over 14 years of age, describe the effect of this student's disability on the pursuit of postsecondary expectations) living, learning, and working).

Interventions

(Describe previous interventions and their results for Tier 1, Tier 2, and Tier 3)
Include descriptions of interventions you implemented with the student.

Parental Educational Concerns

Include information given by parent about the student

Goals and Objectives/Benchmarks

Reading, Written Expression, Mathematics, Study Skills, and Communication

Include goals from Illinois Learning Standards

Annual Goals

Short-term objectives/Benchmarks (measurable)

Develop two annual goals for each of the above subject areas. Each annual goal must include three measurable benchmarks and have an accompanying Illinois Learning Standard.

Supplementary Aids, Accommodations, Modifications in Classroom Setting including Assistive Technology

Address needs in the classroom setting

Supplementary Aids, Accommodations, Modifications for Standardized Tests including Assistive Technology

(Any supplementary aids, accommodations, and modifications listed for standardized tests must also be listed for classroom setting.)

Linguistic and Cultural Accommodations (needed)

Identify required accommodations needed to meet student's linguistic and cultural needs

Educational Services and Placement

IEP Team decides appropriate and least restrictive placement for each content area for the student

Participation in General Education Classes

General Education with No Supplementary Aids _____ Minutes/Week in Setting

General Education with Supplementary Aids _____ Minutes/Week in Setting

Special Education and Related Services
within the General Education Classroom _____ Minutes/Week in Setting

Participation in Special Education Classes/Services

Special Education Services – Outside General Education _____ Minutes/Week in Setting

Related Services – Outside General Education _____ Minutes/Week in Setting

IEP Rubric	Exceeds Standards	Meets Standards (1 pt)	Does Not Meet Standards	Comments
Academic Present Level of Performance (PLEP) (3, 16%) CEC2002.GC.CC8S1	PLEP is assessment-based specific, measurable, appropriate, and complete; includes a variety of assessments (e.g. formal, informal, curriculum-based, baseline data)	PLEP is assessment-based but does not include a variety of assessments; or assessments may be somewhat incomplete, inappropriate, or inaccurate	PLEP is not assessment-based or is based on only one assessment; or assessments are incomplete, inappropriate, or inaccurate	
Determination of Strengths and Weaknesses (2, 11%) GC.CC2K1	Description of strengths and weaknesses based on all assessment results, information from teacher and parents, and observations	Description of strengths and weaknesses may be based on only a few assessment results and therefore be incomplete; information from sources other than assessments was not considered	Description of strengths and weaknesses is not based on assessment results	
SBE Standards for Goal (1, 5%) CEC2002.GCCC7K3	Includes appropriate Illinois state goal or goals or other learning standards which are completely written in words	Illinois state goal or goals or other learning standards are somewhat appropriate or are not completely written in words (only code is written)	Illinois state goal or goals or other learning standards are appropriate or missing	
Annual Academic Goal (3, 16%) CEC2002.GC.CC7S2	Related to academic area such as reading, mathematics, or written language; includes all components (learner, specific and measurable behavior, conditions, criteria)	Not related to academic area; is missing 2 or more of the components (learner, behavior, conditions, criteria)	2 or more of the components listed under "Exceeds Standards" are missing, incomplete, vague, inappropriate, or inaccurate	
Short-term Objectives Or Benchmarks (1, 5%) CEC2002.GC.CC8S10	A minimum of 3 short-term objectives or benchmarks are present, correctly sequenced, and correspond to annual goal and PLEP	1 -2 short-term objectives or benchmarks are present, correctly sequenced, and correspond to annual goal	Short-term objectives or benchmarks are missing or are incorrectly sequenced, or do not correspond to the annual goal	
Identical Units (1, 5%) CEC2002.GC.CC8S9	Same units used in annual goal and short-term objectives	Somewhat similar units used in annual goal and short-term objectives	Different units are used in annual goal and short-term objectives or units are missing	
Communicative Status (1, 5%) GCGC6K3	Provides information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance and English Language Learner (ELL) status	Only ELL status addressed or ELL status is not addressed but communicative abilities is addressed	ELL status missing and communicative abilities is not addressed	
Effect of Disability on Educational Progress (1, 5%) GCGC4S13	Describes effect of student's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills in areas of living, learning, and working	Describes effect of student's disability on involvement or progress in the general education curriculum or the functional implications of the student's skills in areas of living, learning, and working	Missing description of effect of student's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills in areas of living, learning, and working	
Accommodations and Modifications in Classroom (1, 5%) GCCC7S1	Based upon peer-review research, identifies accommodations and modifications needed for student to make progress toward annual goals, to progress in the general education curriculum, to participate in extracurricular and other non-academic activities, and to be educated and participate with other children with and without disabilities (e.g., accommodations for classroom assignments, daily work, environmental accommodations, moving from class to class, etc.).	Accommodations and modifications are somewhat inappropriate for the student or are not based upon peer-review research	Accommodations and modifications are missing or inappropriate for the student	

Testing Accommodations and Modifications (1, 5%) GCCC8S4	State, district, and classroom academic assessments which the student will take are identified along with appropriate accommodations for the assessments that are reflective of accommodations and modifications approved in other sections of the IEP	State, district, and classroom academic assessments which the student will take are identified but accommodations for the assessments are somewhat inappropriate or are not reflective of accommodations and modifications approved in other sections of the IEP	No state, district, or classroom academic assessments that the student should take are identified; or accommodations and modifications for the assessments are not addressed or are inappropriate	
Interventions (1, 5%) GCGC4S1	List of intervention(s) attempted and their results including intervention(s) developed based on information from assessments	List of interventions attempted	Does not include any information on interventions	
Professional Appearance (2, 11%) CEC2002.GC.CC8S10	0-2 editing errors; free from spelling, grammar, and punctuation errors or includes only very minor errors such as commas; typed; well organized; easy to follow; minimal verbiage; main points obvious; rubric included	3 editing errors or 1 of the remaining components listed under "Exceeds Standards" is missing, incomplete, vague, inappropriate, or inaccurate	More than 3 minor editing errors, or contains spelling or grammar errors; not typed; organization in need of major improvements; difficult to understand; excessive verbiage or too little explanation; main points obscure or missing	

	Met (1 pt)	Did not meet
Overall Performance (1, 100%)	Student Met Expectations (of at least 80%)	Student did not meet expectations.

Graduate Paid Student Teaching

Teaching candidates who hold an initial teaching certification (e.g., elementary or secondary certification), are working as a teacher, and are working with a variety of students with disabilities in their classroom, may be eligible to complete part of the student teaching experience in their classroom. Faculty mentors can share information about this option and determine if the teacher candidate is eligible to be paid while student teaching. If a teacher candidate is eligible for paid student teaching he/she is responsible for meeting the same expectations, assignments, and requirements and academic and professional standards as other teacher candidates outlined in the TLSE 587 syllabus.

Assignments should indicate a level of professional preparation necessary for any school individual to be able to easily read and understand with correct grammar, punctuation, and spelling.

1st Quarter	Approximate Due Date Determined by Individual Supervisor
Instructional/Lesson Plans (pp. 10-12)	

2nd Quarter	Approximate Due Date Determined by Individual Supervisor
Instructional/Lesson Plans (pp.10-12)	

To be done in either placement	Quarter	Approximate Due Date Determined by Individual Supervisor
IEP		
Behavior Support Plan (elementary or secondary) pp. 22-34		
Transition Plan		

Please note that modifications in due dates or requirements cannot be made without specific consultation with the university supervisor.

Behavioral Intervention Plan

(Use this outline if the intervention involves **decreasing a challenging behavior**)

- A) Description of student and settings
Provide a brief description of the person for whom the intervention has been developed.
- B) Target Behavior(s) and Operational Definition:
Be sure to provide concise operational definitions of each target behavior. The behavior(s) must be defined and described in clearly observable and measurable terms. Target behaviors can be appropriate behaviors that should be increased as well as challenging behaviors that should be decreased.
- C) Functional Assessment Interview
- 1) Conduct a Functional Assessment Interview with a person who have worked closely with the student and has observed the student engaging in the challenging behavior.
 - 2) Summarize the results of the interview. Based on the interview, how often does the behavior occur? What is the situation in which the behavior usually occurs? What usually happens after the behavior or what changes to the environment sometimes occur as a result of the behavior?
- D) Direct Observation
- 1) The ABC form to collect direct observational data on the occurrence of the challenging behavior, as well as the antecedents and consequences of the behavior. Data should be collected over at least a three day period.
 - 2) Summarize the results of the ABC data. Provide a summary of the time of day and the situations in which the problem occurred. What was the consequence of the behavior or what usually happened as a result of the behavior?
 - 3) Describe the extent to which your direct observations agree or with the Functional Assessment Interview.
- E) Hypothesis of Function
- Based on your functional assessment information, provide clear and complete summary statements concerning situations, behaviors, and maintaining reinforcers.
- F) Data Collection: How will data be collected in order to evaluate the effectiveness of your plan? The ABC chart is NOT a practical method for ongoing data collection. Be sure to choose a method of data collection (e.g., frequency, duration, percentage of opportunities) that is appropriate for the target behavior.

G) Intervention Plan

- 1) *Antecedent/Predictor Strategies:*
 - What will be done to prevent the problem behavior?
 - a. Modifications to the setting or situation.
 - b. Modifications to the antecedent.

- 2) *Teaching/Promoting Alternative Behaviors:*
 - a. What is the desired behavior and are there any acceptable alternatives to the challenging behavior?
 - b. How will desired or alternative behaviors be taught?
 - c. What will you do initially to make sure these behaviors occur more frequently?

- 3) *Consequences for Appropriate and Inappropriate Behaviors:*
 - a. What will be done to minimize reinforcement of challenging behavior and how should teachers and staff respond to the challenging behavior when it occurs?
 - b. How will desired or alternative behavior be reinforced?
 - c. Develop a structured reinforcement plan using one of the following: DRA, DRI, DRL, DRO.
 - d. What changes will you make over time to enhance maintenance?

H) *Emergency/Crisis Procedures (if needed)* : What will be done if the safety of the student or others is at risk?

I) Summary and Evaluation

- 1) Graph the data from baseline and intervention. Make sure that you separate baseline and intervention data with a phase change line and correctly label the different parts of the graph.
- 2) Provide a summary of the effectiveness of your intervention. Compare the intervention data from the baseline data on the basis of changes in trend, level, variability and immediacy of effect.
- 3) Make a general statement about the effectiveness of the plan and describe changes you might make if you had the opportunity to continue the intervention. If your plan was not effective, provide some possible reasons or explain what went wrong with the intervention. Discuss what you might do differently in the future as a result of what you learned.

Behavioral Intervention Plan

(Use this outline if the intervention only involves **increasing desired behavior**)

- A) Description of student
1) Provide a description of the person for whom the intervention has been developed.
- B) Target Behavior(s) and Operational Definition:
Be sure to provide concise operational definitions of the behavior you wish to increase. The behavior(s) must be defined and described in clearly observable and measurable terms.
- C) Data Collection: How will data be collected on the target behaviors described above? Be sure to choose a method of data collection (e.g., frequency, duration, percentage of opportunities) that is appropriate for the target behavior.
- D) Summary of Baseline Data
Provide a clear and summary of the baseline data. The data are summarized in terms of the frequency, percentage, rate, or duration of the target behavior across observations.
- E) Intervention Plan
1) *Antecedent Strategies:* What environmental cues or prompts will be used to facilitate the student's performance of the skill or desired behavior?
2) *Teaching/Promoting Desired Behaviors:* Outline a plan for teaching the skill or desired behavior. Describe how and when the skill will be modeled for the student, as well as how opportunities for practice and role play will be provided.
3) *Consequences for Appropriate and Inappropriate Behaviors:* Develop a structured reinforcement program for increasing the desired behavior (e.g., DRH, behavior contract, etc.). Describe how the reinforcement plan will be faded over time. What measures will be put in place to ensure maintenance of the appropriate behavior.
- F) Summary and Evaluation
1) Graph the data from baseline and intervention. Make sure that you separate baseline and intervention data with a phase change line and correctly label the different parts of the graph.
2) Provide a summary of the effectiveness of your intervention. Compare the intervention data from the baseline data on the basis of changes in trend, level, variability and immediacy of effect.
3) Make a general statement about the effectiveness of the plan and describe changes you might make if you had the opportunity to continue the intervention. If your plan was not effective, provide some possible reasons or explain what went wrong with the intervention. Discuss what you might do differently in the future as a result of what you learned.

Functional Assessment Interview

Student: _____ Date: _____
Grade: _____ Age: _____ Date of Birth: _____
Person interviewed: _____ Relationship to student: _____
Interviewer: _____ School: _____

A. Description of Behavior

Student:

1. Describe the behavior in "action/object" terms: _____

2. How often does the behavior occur? ___ per day, ___ per week, ___ other ___
3. How long does the behavior last? _____
4. What is the intensity of the behavior? _____
5. When the behavior occurs, how do you respond? _____

6. Describe interventions that have been tried. _____

7. Are there any signals that the behavior is about to occur? Does the student become restless, loud, quiet, etc.? _____

B. Events and Situations that predict occurrences of the behavior:

Define specific immediate antecedent events that predict when the behavior is most likely to occur:
Antecedent = what happens immediately before the behavior occurs

1. When is the behavior most likely to occur? _____

2. When is the behavior least likely to occur? _____

3. Where is the behavior most likely to occur? _____

4. Where is the behavior least likely to occur? _____

5. During what activity/or type of instruction is the behavior most likely to occur? _____

6. During what activity/or type of instruction is the behavior least likely to occur? _____

7. With whom is the behavior most likely to occur? _____

8. With whom is the behavior least likely to occur? _____

9. Does the behavior occur when the student is asked to do something specific? _____

10. Does the behavior occur when the student is asked to stop doing something specific?

**C. Identify specific immediate consequences that follow the behavior:
Consequences = what happens immediately after the behavior occurs**

1. What specific consequence is most likely to immediately follow the behavior? _____

2. What seems to be the effect of the consequence on the student's behavior (does the behavior end, continue, intensify, etc.)? _____

3. Does the consequence remove the student from a particular situation/activity? _____

4. Does the student receive peer or adult attention/assistance as a result of the behavior?

5. Is there consistent consequence follow through by teachers/administrators/parents? _____

D. Define setting events and environmental factors that predict the occurrence of the behavior:

1. Does the behavior seem to occur more or less frequent in a specific classroom structure? If so, please explain.

2. Are classroom rules/procedures/expectations posted, discussed, and/or reviewed where behavior most likely occurs? _____

3. Type of instructional delivery where behavior is most likely to occur (lecture, hands on, etc.) _____

4. Type of instructional materials used where behavior is most likely to occur (textbook, worksheets, etc.) _____

5. How are directions presented? _____

6. Does the behavior happen more in unstructured areas (hallway, restroom, lunchroom, etc.)? _____

If necessary, repeat the question sequence for additional problem behaviors.

A-B-C Recording Form

Student Name: Tom **Observer:** Fox
Date: 10/4/00 **Class/Activity:** Math, Mrs. Beasley **Time:** 9:00 – 9:50 am
Description of Behavior(s) for Observation: Talking out to teacher or peers without raising hand; Verbal Refusal to begin, continue, or complete independent seatwork assignment (e.g., No, I won't do it; This is stupid; I'm not gonna do it"); Hitting peers (hitting, punching, kicking another student or attempting to hit).

DATE	TIME	SETTING	ANTECEDENT	BEHAVIOR	CONSEQUENCE	COMMENTS
10/8	9:00	Math worksheet	Teacher gives sheet with mixed operations	"This is too hard; I can't do it"	Teacher looks away and goes to next student	
	9:05	Same	Teacher says "Get to work"	Talks to peer; "I'm not going to do it, I don't understand"	Teacher physically turns him in seat toward assignment	
	9:07	Same	Teacher says "Get to work or else"	"I told you I can't do it and I won't"	"You'll lose recess and go to the principal's office"	

A-B-C Recording Form

Student Name: _____

Observer: _____

Date: _____

Class/Activity: _____

Time: _____

Description of Behavior(s) for Observation: _____

DATE	TIME	SETTING	ANTECEDENT	BEHAVIOR	CONSEQUENCE	COMMENTS

DATE	TIME	SETTING	ANTECEDENT	BEHAVIOR	CONSEQUENCE	COMMENTS

Grading Rubric for Behavior Support Plan Final Project

Author's Name(s): _____

Evaluator's Name(s): _____

Date: _____

Behavior Support Plan Component	Excellent	Acceptable	Unacceptable
Description of Subjects and Setting	<p>Excellent performance is evidenced by providing:</p> <ol style="list-style-type: none"> (1) A clear and complete description of the person(s) for whom the intervention has been developed (student characteristics, level of functioning, etc). (2) A clear and complete description of the setting(s) in which the plan will be implemented and (3) A description of who will be responsible for implementing the plan on an ongoing basis. 	<p>Acceptable performance is evidenced by:</p> <ol style="list-style-type: none"> (1) Providing a clear description of the person(s) for whom the intervention as been developed. However, the description may be missing some minor details. (2) Providing a description of the setting(s) in which the plan will be implemented; the description of the setting or persons implementing the plan may be missing some non-essential information. 	<p>Unacceptable performance is evidenced by:</p> <ol style="list-style-type: none"> (1) Providing an incomplete description of the person for whom the intervention has been developed (or the description may be missing). (2) Providing a description of the setting that is vague or missing important information (or a description of the setting may be missing)
Target Behavior & Operational Definition	<p>Excellent performance is evidenced by:</p> <ol style="list-style-type: none"> (1) Selecting target behavior(s) that are appropriate for intervention and consistent with the problem/situation described in the previous section. (2) Providing concise operational definitions of each target behavior. (3) Defining dependent variable is described in clearly observable and measurable terms. 	<p>Acceptable performance is evidenced by:</p> <ol style="list-style-type: none"> (1) Selecting target behavior(s) that are appropriate for intervention. A connection between the target behavior and the description of the problem may be unclear, but must be apparent. (2) Defining the target behavior in terms that are observable and measurable. 	<p>Unacceptable performance is evidenced by:</p> <ol style="list-style-type: none"> (1) Selecting target behavior(s) that are not appropriate for intervention or are inconsistent with the described problem/situation. (2) Defining target behavior(s) in terms that are not observable and measurable. (3) Failing to establish a connection between the description of the problem and the target behavior(s).
Summary of Baseline data	<p>Excellent performance is evidenced by:</p> <ol style="list-style-type: none"> 1) Describing the data collection or observation technique with sufficient detail to allow for replication. 2) The observational technique or data collection procedure is appropriate for the target behavior to be measured and the situation in which the data collection will take place. 3) The target behaviors and measurement technique provide an effective measure by which to evaluate the student's progress as it relates to the identified problem or area of concern. 	<p>Acceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) Describing the data collection or observation technique adequately, but omitting some non-essential or minor details. (2) Outlining observational techniques or data collection procedures that are appropriate for the target behavior, but may be impractical for the situation or setting. (3) Establishing measures that are appropriate for the target behavior(s), but may not be the best indicators of the student's progress over time. <p>Providing a summary of the baseline data that includes information on the frequency, percentage, or duration of the target</p>	<p>Unacceptable performance is evidenced by:</p> <ol style="list-style-type: none"> 1) Describing data collection or observation techniques in which important or essential information is omitted. 2) <ol style="list-style-type: none"> (2) Outlining observational techniques or data collection procedures that are not appropriate for the target behavior(s) and/or are not effective indicators of the student's progress. (3) Providing a summary of the baseline data that omits one or more essential components.

	<p>(4) Providing a clear and complete summary of the baseline data. The data are summarized in terms of the frequency, percentage, rate, or duration of the target behavior across observations.</p> <p>(5) Providing a summary of the time of day and the situations in which the problem occurred.</p> <p>(6) Providing a description of any pattern or trends observed across observations (e.g. over the course of baseline did the problem appear to get worse, better, or not change?)</p>	<p>behavior.</p> <p>(4) Providing some information on the time of day when the problem occurred or an analysis or the trend, but some minor details may be missing or unclear.</p>	<p>or</p> <p>(4) Providing a summary that misinterprets or misrepresents the information.</p>
<p>Hypothesis of Function <i>(when challenging behavior has been identified)</i></p>	<p>Excellent performance is evidenced by:</p> <p>(1) Developing clearly well written summary statements that are based on clearly described and direct and indirect functional behavior assessment information.</p> <p>(2) Describing a hypothesized function of the behavior that is clearly connected to the information obtained from the assessment data (e.g., A-B-C analysis, interviews, rating scales, observational data, etc.)</p> <p>(3) Providing a summary statement that includes the situation that sets the occasion for the behavior, the behavior(s), and maintaining consequences.</p>	<p>Acceptable performance is evidenced by:</p> <p>(1) Developing summary statements that are adequately written and based on wither direct or indirect functional assessment information.</p> <p>(2) Describing a connection between the summary statement and the information obtained from the functional assessment information; the connection may not be clearly stated, but must be apparent.</p> <p>(3) Providing a summary statement that includes the situation that sets the occasion for the behavior, the behavior(s), and maintaining consequences.</p>	<p>Unacceptable performance is evidenced by:</p> <p>(1) Developing summary statements are unclear or not related to the information provided by direct or indirect functional assessment.</p> <p>(2) Providing summary statements that are missing either antecedents, target behaviors, or maintaining consequences.</p>
<p>Antecedent Strategies</p>	<p>Excellent performance is evidenced by: Providing a clear and complete description of intervention strategies designed to alter the more immediate problematic situations that set off or lead to the behavior (e.g., changing seating, establishing clear expectations, task/curriculum changes, prompting or pre-correction before the problem behavior occurs, etc).</p>	<p>Acceptable performance is evidenced by: Providing a description of intervention strategies designed to alter the more immediate problematic situations that set off or lead to the behavior (e.g., changing seating, establishing clear expectations, task/curriculum changes, prompting or pre-correction before the problem behavior occurs, etc). The description must be adequate, but may be lacking in some minor or nonessential details.</p>	<p>Unacceptable performance is evidenced by: Listing procedures without providing a description or details as to how the strategy or intervention will be implemented. Or Providing procedures or strategies that are not consistent with the identified function of the problem behavior.</p>
<p>Teaching/Promoting Alternative Behaviors</p>	<p>Excellent performance is evidenced by:</p> <p>(1) Identifying specific desired and alternative behavior(s) that will be taught or prompted.</p>	<p>Acceptable performance is evidenced by:</p> <p>(1) Identifying specific desired and alternative behavior(s) that will be taught or prompted.</p>	<p>Unacceptable performance is evidenced by:</p> <p>(1) Failing to provide a clear alternative or desired behavior. Or</p>

	<p>(2) The alternative behavior(s) should be selected on the basis of functional assessment information. The behavior should serve the same function as the problem behavior <i>or</i> it should serve as an acceptable alternative to the problem behavior.</p> <p>(3) Outlining a specific strategy for teaching and prompting the alternative behavior(s). The teaching strategy should include: (a) exactly how and when the skill will be taught, (b) the situation in which the instruction or prompting will take place, (c) how the new skill will be reinforced.</p>	<p>(2) The alternative behavior(s) should be selected on the basis of functional assessment information. The behavior should serve the same function as the problem behavior</p> <p>(3) Outlining a specific strategy for teaching and prompting the alternative behavior(s). The description of the strategy may be missing some details, but must include all essential information.</p>	<p>(2) Identifying a desired or alternative behavior that is not appropriate for the situation.</p> <p style="text-align: center;">Or</p> <p>(3) Failing to provide a description of an instructional strategy for teaching the alternative behavior</p>
<p>Consequences for Appropriate and Inappropriate Behaviors</p>	<p>Excellent performance is evidenced by: When a challenging behavior has been identified:</p> <p>(1) Outlining specific positive and reductive consequence strategies. Clear procedures should include how reinforcers will be selected as well as a description of how reinforcement will be delivered (e.g., DRO, DRL, behavioral contract, token system, etc.). If reductive consequences will be used (e.g., extinction, response-cost, time-out) the procedures should include how these consequences will be delivered, as well as, any required approvals.</p> <p>(2) Indicating how teachers, parents or staff will make the problem behavior ineffective, inefficient, and irrelevant.</p> <p>(3) Indicating how the situation/interactions can be arranged to decrease the amount of reinforcement that the student receives for engaging in the problem behavior.</p> <p>When the focus on the plan is on increasing appropriate behavior:</p> <p>(1) Clearly identifying effective reinforcers for the student.</p>	<p>Acceptable performance is evidenced by:</p> <p>(1) Outlining specific positive and reductive consequence strategies. The description of the procedures may be missing some minor details, but the description should include enough information to allow for implementation of the program component.</p> <p>(2) Indicating that parents, teachers, or staff should minimize reinforcement for the problem behavior, but not providing guidelines or strategies on how to do so.</p>	<p>Unacceptable performance is evidenced by:</p> <p>(1) Listing positive or reductive consequence procedures without providing an outline or a description of how the procedure will be implemented.</p> <p>(2) Outlining a procedure that is clearly inappropriate or does not match the described problem or situation.</p>

	<ul style="list-style-type: none"> (2) Establishing clear criteria for reinforcement. (3) Developing a schedule of reinforcement that is based on the baseline level of behavior. (4) Developing a plan for clearly communicating the program to the student based on the student's communication skills. Developing a clear plan for fading reinforcement. 		
Emergency/Crisis Procedures (If needed)	Excellent performance is evidenced by: Providing appropriate procedures that might be used to intervene during crisis or emergency situations. The procedures should include any reviews or permissions that may be necessary.	Acceptable performance is evidenced by: Providing appropriate procedures that might be used to intervene during crisis or emergency situations. The description may be missing some details, but includes all essential information. The procedures should include any reviews or permissions that may be necessary.	Unacceptable performance is evidenced by: (1) Listing emergency procedures without providing a description of when and how the procedures will be used. (2) Omitting necessary reviews or permissions that are necessary for the procedure.
Evaluation of Effectiveness of Intervention	Excellent performance is evidenced by: (1) Describing the specific behaviors and outcomes that should be tracked and measured. (2) Providing specific procedures on how the data will be collected and summarized. (3) Providing a detailed graph of baseline and any intervention data that have been collected. (4) Describing how ongoing data will be reviewed and used to make decisions about programming. (5) Summarizing the data and discussing the effectiveness and appropriateness of the plan.	Acceptable performance is evidenced by: (1) Describing the specific behaviors and outcomes that should be tracked and measured. (2) Providing specific procedures on how the data will be collected and summarized. Some minor details may be missing for the description of the procedures. (3) Providing a graph of baseline and any intervention data that have been collected. The graph may have one or two minor errors or omissions, but the information must be interpretable. (4) Describing how ongoing data will be reviewed. A description of how the data will be used to make decisions may be incomplete. (5) Summarizing the data. Discussion of the effectiveness and appropriateness of the plan must be provided but may be incomplete.	Unacceptable performance is evidenced by: (1) Omitting a description of specific behaviors and outcomes. (2) Omitting procedures on how the data will be summarized. (3) Failing to provide a graph, or providing a graph that contains numerous errors or is not interpretable. (4) Failing to describe how ongoing data will be collected. (5) Failing to summarize the data and discuss the effectiveness and appropriateness of the plan.

