

Autism Endorsement: Behavior Management and Positive Behavioral Support

COMPONENT #: 1-101-302

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and implement positive behavior support plans and design behavior management techniques for students with ASD.

As a result of completion of this inservice activity, the participant will use strategies appropriate for students with ASD.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|-----------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input checked="" type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|-----------------------------------------------------------------------|------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate understanding of person centered planning and Functional Assessment of Behavior (FAB):
 - Identify and evaluate functions of behavior.
 - Collect data using a variety of assessment tools utilized in a functional assessment of behavior (FAB).
 - Develop a hypothesis of the function considering setting events, antecedents/triggers, and consequences.
 - Hypothesize the function of behavior from a structured interview.
 - Explain how data collection may or may not support the hypothesis established from a structured interview.
 - Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
 - Recognize how a behavior can be inappropriate due to the setting or context.
 - Cite and describe how self-stimulatory behaviors can be used to avoid or to get something.
 - Differentiate between Antecedent Behavior Consequence (ABC) observations that are observable from those that are not observable.
 - Compare/contrast the Problem Behavior Questionnaire and the Motivational Assessment in terms of their value in helping students with ASD.
2. Design strategies for developing comprehensive behavioral intervention plans:
 - Write individualized behavioral goals and benchmarks.
 - Identify alternative behavioral management techniques to be used in a variety of settings.
 - List and describe the key components of a Student Profile that can affect an individual Behavior Intervention Plan (BIP).
 - Formulate interventions based on the functions of a behavior rather than the overt behavior.
 - Identify two academic supports that can reduce problematic behaviors in students with ASD.
 - Describe the cautions to keep in mind when utilizing sensory strategies as consequences rather than as positive behavioral supports (PBS).
 - List and describe the 5 possible areas associated with sensory issues for a student with ASD.
 - Develop lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
 - Identify categories of interventions and how these interventions interrelate with each other; Functional Communication, Social Stories/ Comic Strip Conversations, Social Skills training
 - Common misconceptions of behavior
 - Specify the key components of a Comic Strip and how it supports the learning needs of a student with ASD.
 - Summarize how social and sensory stressors might be missed in a behavioral observation

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PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lecture and demonstration on:
 - Function of behavior.
 - Behavioral assessments and collection of data.
 - Development of FAB and BIP.
 - Implementation of BIP and IEP goals and benchmarks.
 - Behavior management in the classroom.
 - Reinforcement and stressors in ASD.
 - Sensory issues in ASD.
 - Positive behavioral supports and proactive interventions.
 - M-DCPS procedures for manifestation determination.
 - Social skills interventions.
2. Complete several behavior assessments based on two (2) given case studies:
3. Compare and contrast a problematic social behavior of a child with ASD and a child with an emotional/behavioral disability.
4. Analyze data from two (2) case studies and develop interventions for each.
5. Write corresponding IEP goals, benchmarks, and accommodations based on a completed BIP.
6. List and describe five (5) alternative behavior management techniques that can be used in classrooms with students with ASD.
7. Develop a Behavior Intervention Plan with a group based on data collected.
8. Collect data on a targeted behavior using three (3) assessment tools in a simulated setting and/or classroom observation.
9. Choose an assessment tool and form a hypothesis based on a simulated structured interview.
10. Explain and cite examples showing how the removal of stressors might be reinforcing to a child with ASD.
11. Differentiate between the implementation of school-wide PBS, a BIP, and IEP goals.
12. List several questions that IEP team members need to consider in determining whether a behavior is a manifestation of the disability.
13. Develop a goal, benchmark, and sample lesson on a social skill.
14. Research, summarize, and critique two (2) articles on behavior or social skills interaction.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional

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learning.

- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers, complete a pretest and posttest or other valid measure to show increased competency on 80% of the component objectives, provide evidence of improved instructional practices by creating an action plan to be implemented at the school site
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: SPED

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