

# Special Education: Behavior Management

**COMPONENT #: 5-101-309**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

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

This component is designed to provide the participant with knowledge and skills to create learning environments that promote the development of social emotional skills and safety and positive solutions to the management of behavior. Participants will demonstrate an understanding of the most current information on effective behavior management techniques utilizing strategies and theories associated with research-based studies.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her professional practice the principles presented in this workshop

**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 checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Implementation              |
| <input type="checkbox"/> Resources            | <input 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 type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

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

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X Educator knowledge/skill (content)  
X Educator (professional growth)

Student learning  
 Organizational support and change

**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. Understand research-based elements of behavior management approaches.
2. Analyze the legal and ethical issues associated with behavior management strategies and disciplinary actions.
3. Explore the dynamics of acting-out behaviors and identify prevention strategies that will reduce the frequency and intensity of those behaviors.
4. Identify data collection tools to assess student behaviors and analyze data collected to select and evaluate proactive interventions.
5. Identify and utilize different monitoring tools to evaluate the effectiveness of behavior interventions.
6. Utilize positive behavior support strategies to enable teachers and support staff to provide effective instructional practices to engage all learners in achieving positive learning/behavior outcomes.
7. Understand the causes and ramifications of dropout. Identify positive behavior support strategies that can be applied to address deficits in pro-social behaviors and excessive suspensions and expulsions that lead to dropout. .

### 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. Participate actively in the instructor’s lectures/presentations and role-playing activities (SLO 1-9).
2. Assess the dynamics of acting-out behaviors and develop intervention plans that will address the student’s diverse behavioral needs (SLO 1-3).
3. Demonstrate Safe Crisis Management (SCM) techniques, as well as verbal and non-verbal interventions (SLO 1-3).
4. Using a student profile, demonstrate verbal and written comprehension of Functional Assessment of Behavior (FAB) by conducting a FAB and developing a Behavior Intervention Plan (BIP) (SLO 4 & 5).
5. Role-play and discuss different crisis situations based on case studies (SLO 7 & 8).
6. Create ecological, curricular and instructional adaptations based on case studies (SLO 7 & 8).
7. Analyze suspension data and develop an action plan to address dropout (SLO 9).

### 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.

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- 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 learning.
- 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/skills: Evidence will consist of observation of the participants using the identified skills, techniques, methods, specified in the component objectives.
2. Educator: Evidence will consist of a completion of written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.

**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).

- 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.
- 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.

**Date Approved: 5/20/2014**

**Department:** Exceptional Student Education

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