# CEC Initial Preparation Standards Addressed: Behavior Support for Intensive Intervention

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| **Part** | **Objective(s)** | **CEC Standards Addressed** |
| **Module 1:****Behavioral Theory I** |
| Part 1: Why do we need to focus on behavior? | You will be able to describe the rationale and importance of behavior support.  | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
	4. Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
	5. Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
	6. Beginning special education professionals provide guidance and direction to paraeducators, tutors and volunteers.
	7. Beginning special education professionals serve as a collaborative resource to colleagues.
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| Part 2: What are the elements of basic behavioral theory? | You will be able to define and identify elements of basic behavioral theory including three-term contingency. | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| Part 3: What are the elements of basic behavioral theory? | You will be able to define and identify elements of basic behavioral theory including reinforcement, punishment and extinction. | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| **Module 2:****Behavioral Theory II** |
| Part 1: What are setting events and how do they help explain behavior? | You will be able to define and identify elements of the four-term contingency. | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| Part 2: What are the basic teaching procedures we will use? | You will be able to define and describe procedures involved with teaching shaping, chaining, prompting, stimulus control, and phases of learning.  | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| **Module 3:****Antecedent and Instructional Strategies** |
| Part 1: What are the 5 critical features of effective classroom management? | You will be able to maximize structure in your classroom by adjusting physical layout and classroom routines. | * 1. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
	4. Beginning special education professionals select and use technically sound formal and information assessments that minimize bias.
	5. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experience for individual with exceptionalities.
	6. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.
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| Part 2: How do I maximize structure in my classroom? | You will be able to maximize structure in your classroom by adjusting physical layout and classroom routines. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
	3. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
	4. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and team.
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| Part 3: How do I define and teach my expectations? | You will be able to post, teach, prompt, review, monitor and reinforce a small number of positively stated expectations. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
	3. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
	4. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
	5. Beginning special education professionals teach to mastery and promote generalization of learning.
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| Part 4: How do I use active engagement and instructional strategies to prevent problem behavior? | You will be able to appropriately adjust your use of reinforcement.  | * 1. Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.
	2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	3. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
	4. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
	5. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities.
	6. Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
	7. Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
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| **Module 4:****Consequence Strategies to Increase Behavior** |
| Part 1: Why is reinforcement important? | You will be able to describe consequences strategies to increase behavior. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
	3. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	4. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
	5. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
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| Part 2: What is specific praise and how do I use it effectively? | You will be able to use behavior specific praise to acknowledge appropriate behavior.  | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

3.3 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. * 1. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| Part 3: What other strategies can I use to increase behavior? | You will be able to use other strategies to acknowledge appropriate behavior. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

3.3 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. * 1. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
	2. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities
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| Part 4: How will you know when to adjust your use of reinforcement? | You will be able to appropriately adjust use of reinforcement. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals use motivational and instructional intervention to teach individuals with exceptionalities how to adapt to different environments.
	3. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
	4. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
	5. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
	6. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
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| **Module 5:****Consequence Strategies to Decrease Behavior** |
| Part 1: What are ways I can manage minor behaviors? | You will be able to describe consequence strategies to decrease behavior. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	3. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
	4. Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
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| Part 2: What other strategies could be layered on top of brief error corrections? | You will be able to establish a continuum of strategies to respond to inappropriate behavior such as planned ignoring, differential reinforcement, response cost, time out from reinforcement, and over correction.  | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	3. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
	4. Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
	5. Beginning special education professionals use collaboration to promote well-being of individuals with exceptionalities across a wide range of settings and collaborators.
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| **Module 6:****Defining, Measuring, and Monitoring Behavior** |
| Part 1: How do we select an appropriate target behavior? | You will be able to select an appropriate target behavior.  | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs to individuals with exceptionalities.
	2. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| Part 2: How do we write an operational definition? | You will be able to write an operational definition for a target behavior. | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs to individuals with exceptionalities.
	2. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| Part 3: How do we use the dimensions of behavior to help us refine our definition? | You will be able to identify relevant dimensions of behavior. | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquire of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
	3. Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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| Part 4: How do we choose a measurement system? | You will be able to choose a measurement system based on relevant dimensions of behavior.  | * 1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
	2. Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
	3. Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
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| Part 5: How do we summarize our data to guide decision making? | You will be able to use graphing conventions to create meaningful visual displays of data.  | * 1. Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
	2. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
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| **Module 7:****Data-Based Decision Making** |
| Part 1: How do we know if core features of classroom management are in place with fidelity? | You will be able to determine if core features of classroom management practices are in place with fidelity. | * 1. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

6.2 Beginning special education processionals understand how foundational knowledge and current issues influence professional practice.  |
| Part 2: How do we know if students are achieving desired outcomes? | You will be able to determine if all individuals in your classroom are achieving desired outcomes. | * 1. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence processional practice.  |
| Part 3: How do we use data to define the nature of the problem? | You will be able to describe why we use data for decision making.  | * 1. Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence processional practice.  |
| Part 4: How do we intensify our plan to improve outcomes? | You will be able to:* develop an action plan to enhance or intensify support as needed.
* develop precision problem statements and goals
* generate preventative and effective solutions to chronic minor problems in your classroom.
 | * 1. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
	2. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	3. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	4. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities.
	5. Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.
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| **Module 8:****Intensifying Behavioral Support** |
| Part 1: How do we intensify supports for small groups of students? | You will be able to:* describe the decision-making process to indicate Tier 2 is appropriate
* identify critical features of Tier 2
* discuss how to modify Tier 2 interventions to meet the needs of more students
* highlight critical elements of a Functional Behavior Assessment (FBA)
* choose a desired and replacement behavior
* complete a Competing Pathway Model
* begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective
 | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
	3. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.3 Beginning special education professionals teach to mastery and promote generalization of learning. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| Part 2: How do we intensify supports for individual students? | You will be able to:* describe the decision-making process to indicate Tier 2 is appropriate
* identify critical features of Tier 2
* discuss how to modify Tier 2 interventions to meet the needs of more students
* highlight critical elements of a Functional Behavior Assessment (FBA)
* choose a desired and replacement behavior
* complete a Competing Pathway Model
* begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective
 | * 1. Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
	2. Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
	3. Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
	4. Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.3 Beginning special education professionals teach to mastery and promote generalization of learning. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |