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| Course #: | For Office Use: | Date Submitted: |
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***Grant Wood Area Education Agency  
Professional Development Course Proposal***

**Course Title:**  
**Meeting the Challenge: Effective Strategies for Young Children with Challenging Behavior and Mental Health Needs**

**Number of credit hours: 1**

**This course addresses the following Iowa Teacher Standards:**

- Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
- Demonstrates competence in content knowledge appropriate to the teaching position
- Demonstrates competence in planning and preparation for instruction
- Uses strategies to deliver instruction that meets the multiple learning needs of students
- Uses of variety of methods to monitor student learning
- Demonstrates competence in classroom management
- Engages in professional growth
- Fulfills professional responsibilities established by the school district

**This course addresses the following Iowa Standards for School Administrators**

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture, and instructional program conducive to student learning and staff professional development
- Ensuring management of the organization, operations, and resources for safe, efficient and effective learning environments
- Collaborating with families and community members, responding to diverse community interests, and needs and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context

**Instructor(s):**

Vita on file            Yes \_\_\_\_\_            No \_\_\_\_\_            (If no, please attach)

## **Course Description:**

This course focuses on methods for early childhood teachers to provide behavior supports for children who present challenging behavior and mental health needs. The course is intended for early childhood teachers and program staff who have been trained in Positive Behavior Intervention and Supports but find that their most challenging children still need more. Specifically this course will present the Prevent-Teach-Reinforce – Young Children (PTR-YC) model for providing targeted and individualized behavior support strategies for children with persistent challenging behaviors.

Participants will review the biological and social sources of some of the most perplexing and extreme behaviors including persistent aggression, defiance, raging tantrums, emotional withdrawal and anxiety disorders such as selective mutism. Course content will include practice with tools for functional behavior analysis and methods to link interventions so as to prevent the re-occurrence of challenging behaviors. The course will introduce research-based strategies to safely diffuse challenging behaviors and instructional strategies that support emotional and physical self-regulation. The instructional methods will include both cognitive/language-based strategies, nonverbal/experiential strategies and therapeutic play methods. Participants will hear the theory behind the methods, see demonstrations and have multiple opportunities to personally practice new methods and receive feedback on their practice. Guided discussion will also help participants understand the relative benefits of various strategies so that they are better able to match interventions to the needs of their children.

## **Target Audience:**

Early Childhood Teachers, Para Professionals, Program Directors, AEA Staff

## **Indicators of Quality** (Ch. 17 IA Admin. Code, Renewal of Licenses)

Course content will support the Grant Wood AEA mission of ensuring success for all learners by improving teacher knowledge and skills related to positive behavior guidance. These improved teacher competencies then contribute to each teacher's ability to provide a continuum of supports within the general education curriculum as required by the Response to Intervention framework. Improved RtI is cited in both regional GWAEA action plans and school districts as a target for improvement. This course will also help teachers provide effective intervention within the general education curriculum as required by Section 41.312 of Iowa's Special Education Procedures. Teachers will learn practical methods for conducting functional behavior and behavior intervention planning using the Prevent-Teach-Reinforce – Young Children (PTR-YC) protocols (Dunlap, Wilson, Strain & Lee, 2013). Course instruction will also help teachers implement research-based, Tier 2 and Tier 3 instructional methods that help young children develop greater self-regulation and a healthy sense of self. This knowledge of the targeted instructional methods as well as PTR-YC will help teachers implement RtI for social/emotional curriculum in the classroom so that all children can achieve the Iowa Early Learning Standards for social/emotional development.

2. The course assists teachers in improving student learning performance.

Course content will help Early Childhood teachers improve student learning by helping them support the positive behavior of all children. With improved positive behavior, children are better able to participate in learning activities and to be fully included in school life. This course will help teacher develop deeper understanding of the causes of the most prevalent internalizing and externalizing behaviors so that they are better prepared to respond effectively. Providing more effective differentiated responses, then, will help teachers include all children in the core curriculum. In addition, as teachers improve their skills in functional behavior analysis, matching intervention to assessment and implementing targeted behavior support methods, teacher are able to provide more effective supports to some of the most difficult-to-reach children in their classrooms.

3. The course assists teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information.

Participants will gain awareness of the Prevent-Teach-Reinforce – Young Children (PTR-YC) (Dunlap, Wilson, Strain & Lee, 2013) behavior support model and will practice with each tool provided by PTR-YC to develop a functional behavior assessment. Participants will also use PTR-YC tools to plan behavior intervention by matching targeted strategies to the child’s needs as identified by the assessment. The course will review a variety of cognitive/language-based strategies and nonverbal/experiential strategies for intervention and instruction for children with challenging behavior and mental health concerns. Participants will be provided with the theory and research base supporting the strategies and watch demonstrations of each strategy. Participants will practice each strategy and receive feedback on their practice. Finally, participants will develop a complete FBA and intervention plan by selecting from the targeted strategies and present an analysis of their choice of strategies.

### **Rationale/Research:**

A central challenge to early childhood teaches in providing instruction in the Response to Intervention (RtI) framework is learning to effectively differentiate instruction within the core curriculum. To provide differentiated instruction for social/emotional standards and objectives, teachers need a range of assessment, intervention and instructional strategies. Several years ago, the state of Iowa embraced The Pyramid Model for Promoting Social Emotional Competence for Young Children, a tiered model that includes universal strategies for all children, secondary targeted strategies for children who have some level of social, emotional or behavioral issues, and tertiary interventions with ongoing, persistent problem behavior (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003). The concurrent implementation of all three tiers of the Pyramid Model is necessary for to implement RtI and to meet the needs of all children in the classroom. One of the most challenging aspects of implementation of the model is developing and delivering the secondary and tertiary interventions for children with challenging behavior. Although many early childhood educators have received training in the universal prevention practices of the Pyramid Model, very few have received training on the type of intervention approaches needed for young children with ongoing and persistent challenging behavior. Teachers report that dealing with children with challenging behavior is a primary training need and a factor that affects their job satisfaction (Burke, Greenglass & Schwarzer, 1996; Hemmeter, Corso & Cheatham, 2006).

This class will present the *Prevent-Teach-Reinforce for Young Children (PRY-YC)*, a model designed to help early childhood educators implement secondary and tertiary supports for children with

the most severe challenging behavior. PTY-YC is based on research on designing and implementing supports for children with ongoing and persistent challenging behavior (e.g. Dunlap & Fox, 2011; Sailor, Dunlap, Sugai, & Horner, 2009). Single-case and quasi-experimental research has shown the model to be effected when implemented in a range of settings (e.g. preschool, elementary classrooms, homes, child care) (Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Strain, Wilson & Dunlap, 2011). Although many of the components of individualized behavior support planning are similar across age ranges, the procedures and intervention/instructional strategies must be tailored to the developmental needs of young children and the unique characteristics of early childhood settings (Fox & Hemmeter, 2009).

The following guiding assumptions, which are consistent with developmentally appropriate practice guidelines (Bredekamp & Copple, 2009) are reflected throughout the PTR-YC model:

- 1) Social behaviors are learned in social contexts, so it is important for children with challenging behaviors to be included in settings where they can learn from more skilled peers.
- 2) Many challenging behaviors and the magnitude of challenging behavior can be prevented through the use of effective universal promotion and prevention strategies.
- 3) Comprehensive approaches will be needed to resolve some children's challenging behavior.

The universal classroom practices that serve to prevent most challenging behavior and promote social/emotional competence are central to the PTR-YC model. These universal practices are revisited by the PTR-YC model before secondary and tertiary strategies are introduced. The secondary and tertiary strategies are based on three principles of behavior: 1) challenging behaviors are communicative e, 2) challenging behaviors are maintained by their consequences, and 3) challenging behaviors occur in context (Dunlap, Wilson, Strain & Lee, 2013). These principles guide the functional assessment process that is used to identify strategies for each of the three components of a behavior support plan (i.e. Prevent strategies, Teach strategies, Reinforce strategies). A comprehensive menu of strategies for each component of the behavior support plan will be provided during class. For each strategy, the authors of the PTR-YC model provide a description of the strategy, a rationale for the strategy, examples of how the strategy could be used, and steps for implementation, special considerations and supporting evidence.

The intervention and instructional strategies recommended by the PTR-YC model fall into two categories: 1) cognitive/language-based and 2) non/verbal/experiential. Both categories of strategies are necessary because young children frequently do not have the cortical or language development required to process only cognitive-based strategies (Dunlap, Wilson, Strain & Lee, 2013; Melmed & Wozniak, 1999; Schore, 2003). Many children whose challenging behaviors stem from trauma or mental health concerns respond much more quickly to nonverbal/experiential strategies (Jernberg, 1979, 1984, 1987; Melmed & Wozniak, 1999; Schore, 2003). If teachers have been trained in PBIS, they have been expose to many of the universal cognitive/language-based behavior support strategies. The PTR-YC model will provide instruction in means to adapt universal cognitive/language-based strategies for secondary and tertiary application and will introduce additional cognitive/language-based strategies beyond those provided by PBIS (Dunlap, Wilson, Strain & Lee, 2013; Dunlap & Fox, 2011).

Finally, the PTR-YC model provides a menu of nonverbal/experiential behavior support strategies that are particularly useful for children with learning problems or mental health issues (Dunlap, Wilson, Strain & Lee, 2013). In addition to the PTR-YC strategy suggestions, the class will introduce participants to therapeutic playgroups and demonstrate how to implement these strategies in the classroom. These therapeutic playgroups were originally created as an approach to improve social interaction for children with autism and are grounded in the theories of affect regulation (Kanners, 1949; DesLauriers & Carlson, 1969), attachment theory and recent research on neurobiological and neuropsychological development (Schore, 2003, Melamed & Wozniak, 1999; Siegel, 1999). Therapeutic playgroups were adapted in for use by teachers in Head Start classrooms in the 1960's

(Jernberg, 1979, 1984, 1987) and have remained in continuous use in therapeutic classrooms since that time. Classroom-based therapeutic playgroups have been rated as demonstrating “promising research evidence” by The California Evidence-Base of the What Works Clearinghouse (December, 2009).

## References

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- Fox, L. & Hemmeter, M.L. (2009). A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 177-202). New York, NY: Springer.
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- Jernberg, A. M. (1979). *Theraplay: A new treatment using structured play for problem children and their families*. San Francisco, CA: Jossey-Bass.
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- Schore, A. N. (2003). *Affect dysregulation and disorders of the self*. New York: Norton.

Strain, P.S., Wilson, K., & Dunlap, G. (2011). Prevent-Teach-Reinforce: Addressing problems behaviors of students with autism I general education classrooms. *Behavioral Disorders*, 36, 160-71.

## **Outline of Course Content:**

- I. Introduction
  - a. Objectives and methods
  - b. Participant introductions
  - c. Schedule and class expectations
  
- II. Causation of Challenging Behavior
  - a. Overview of internalizing and externalizing behaviors
  - b. Brain development and development of self-regulation
  - c. Trauma and brain development
  - d. Attachment, social attunement and acceptance of structure
  - e. Family systems and risk factors for mental health concerns
  
- III. Introduction to Functional Behavior Analysis
  - a. Cause and effect for Behavior
  - b. Behavior as communication
  - c. Observation and data collection methods
  - d. Antecedents
  - e. Behavior responses
  - f. Consequences
  
- IV. Prevent-Teach-Reinforce-Young Children
  - a. Prevent: Case Study/Practice
  - b. Teach
    - I. Identify needs
    - II. Identify Tier 1, Tier 2, Tier 3 strategies
    - III. Case Study/Practice
  - c. Response
    - I. Identify reinforcers
    - II. Case study/practice
  
- V. Targeted Cognitive/Language Strategies
  - a. Directed Statements
    - I. Thinking statements
    - II. Feeling statements
    - III. "Somewhere" statements
    - IV. Tracking statements
  
  - b. Choices
    - I. Choice boards
    - II. Framing Choices
    - III. First/Then Choices
  
- VI. Visual Supports
  - a. Individualizing Schedules
  - b. Social Stories
  
- VII. Targeted Nonverbal/Experiential Strategies
  - a. Therapeutic Play Groups
    - I. Organizational principals: structure, engagement, challenge, nurture

- II. Play group protocol
- III. Play Group Songs and Activities
- IV. Practice

b. Symbolic Play

- I. Play as language
- II. Interpretation of play
- III. Case Study/Practice

VIII. Participant Presentations of Completed FBA and Intervention Plans

## Objectives/Outcomes, Course Design, Evaluation

Each participant will be able to...

Use the *Prevent-Teach-Reinforce-Young Children (PTR-YC)* (Dunlap, Wilson, Strain & Lee, 2013) framework and tools to conduct a functional behavior assessment and plan a behavior intervention plan based on that assessment.

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The course design and the instructor methods to accomplish this objective are...

Participants will read sections of *Prevent-Teach-Reinforce-Young Children (PTR-YC)* (Dunlap, Wilson, Strain & Lee, 2013). In small groups, Participants will practice using the PTR-YC antecedent, behavior and consequence analysis forms as well as the Behavior Intervention Plan summary provided by PTR-YC. The instructor will provide information through lecture and facilitated discussion, written models of completed forms, and written models of completed FBA's and BIPs. The instructor will provide verbal and written feedback on the FBAs and BIPs completed by Participants.

During class days 3 and 4, the instructor will provide verbal and written feedback on the FBAs and BIPs completed by participants related to actual students in their classes. The instructor will facilitate group discussion and reflection to support deeper understanding based on the participants' experiences.

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Participants will demonstrate they know and understand this objective by...

For their class project, Participants will complete a Functional Behavior Assessment (FBA) using the the antecedent, behavior and consequence analysis forms provided by PTR. Participants will also develop a written Behavior Intervention Plan (BIP) as part of their class project. The Participants will prepare their class project (i.e. their FBA and BIP) as homework. Participants will present their FBA and BIP to the class and class day 3, explaining how their chosen intervention activities match the child's identified needs.

As homework between class day 3 and class day 4, Participants will develop another FBA and BIP related to an actual student in their class. They will present this FBA and BIP on class day 4.

Each participant will be able to...

Demonstrate correct use of several cognitive/language-based behavior intervention and instructional strategies and be able to integrate these strategies into a Behavior Intervention Plan (BIP) for a young child.

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The course design and the instructor methods to accomplish this objective are...

Participants will read sections of *Prevent-Teach-Reinforce-Young Children (PTR-YC)* (Dunlap, Wilson, Strain & Lee, 2013). The Instructor will use lecture, small group discussion and modeling to introduce the instructional strategies and help participants practice those strategies. The instructor will provide verbal and written feedback to Participants on their BIPs.

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Participants will demonstrate they know and understand this objective by...

Participants will practice using the behavior intervention and instructional strategies in class.

Participants will be required to integrate at least two of the targeted strategies in the BIP they complete for their class project.

Each participant will be able to...

Demonstrate correct use of several nonverbal/experiential behavior intervention and instructional strategies and be able to integrate these strategies into a BIP for a young child.

The course design and the instructor methods to accomplish this objective are...

Participants will read sections of various resources provided by the instructor including *Sunshine Circles: Nurture Your Classroom with Play* (2012, The Theraplay Institute). The Instructor will use lecture, and video examples to introduce the instructional strategies. The Instructor will lead model play groups and facilitate small group practice of leading play groups.

Participants will demonstrate they know and understand this objective by...

Participants will plan and lead a therapeutic play group in class. Participants will include at least two elements of therapeutic play in the BIP they develop for their class project. The instructor will provide verbal feedback to Participants as they practice leading play groups. The Instructor will provide verbal and written feedback to Participants on their BIPs.

**Course Requirements:**

Completion of reading assignments – homework (estimated time = 7 hours) and in class

Completion of written Functional Behavior Assessments –homework (estimated time = 2.5 hours) and in class

Completion of written Behavior Intervention Plans – homework (estimated time = 2.5 hours and in class Plan (estimated homework prep time = 2 hour) and lead a therapeutic play group – in class

Completion of additional reading plus one FBA and one BIP during Fall semester related to an actual student and presented in the final class. (7 hours)

Attend all course hours : 24.5

**Course Materials:**

*Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support.*

Dunlap, G., Wilson, K., Strain, P., & Lee J. (2013). Baltimore, MD: Paul H. Brooks Publishing Co.

**Follow-up:**

The course instructor will provide verbal and written feedback on Participants' FBAs, BIPs and demonstration of leadership during therapeutic play groups.

Participants will develop an FBA and BIP related to an actual student in the Fall school semester, 2015. Participants will present these FBAs and BIPs in a follow-up class offered in October, 2015. Group discussion during the follow-up class will support reflection and deeper understanding of the process of matching supports to students.

Participants will be able to consult with their AEA Early Childhood staff as needed after the conclusion of the class.

**Attendance/Make-Up Policy:**

Attendance is mandatory for all sessions. There will be no make-up available.

## Participant Evaluation/Grading Rubric:

### Grading Rubric: Meeting the Challenge: Effective Classroom Strategies for Young Children with Behavior and Mental Health Needs

| Objectives  | Unsatisfactory (0 pts)   | Minimal (1 pts)   | Average (2 pts)   | Above Average (3 pts)   |
|---|--|---|---|---|
| Participants will Use the <i>Prevent-Teach-Reinforce (PTR)</i> (Dunlap, et. al, 2013) framework and tools to conduct a functional behavior assessment and plan a behavior intervention plan based on that assessment. | Does not complete PTR forms for in-class practice of FBA and BIP and does not complete FBA or BIP for Participant's project. | <p>1) Contributes to in-class completion of PTR forms for FBA and BIP with some errors of identification of antecedent, behavior and consequence items.</p> <p>2) . Completes Participant's FBA and BIP project using PTR forms with some errors of identification of antecedent, behavior and consequence items.</p> <p>3. Presents FBA and BIP without explanation of links between assessment and intervention strategies.</p> | <p>1) Contributes to in-class completion of PTR forms for FBA and BIP with accurate identification of antecedent, behavior and consequence items.</p> <p>2) Completes Participant's FBA and BIP project using PTR forms with accurate identification of antecedent, behavior and consequence items.</p> <p>3) Presents FBA and BIP with satisfactory explanation of links between assessment and intervention strategies.</p> | <p>1) Contributes to in-class completion of PTR forms for FBA and BIP with accurate identification of antecedent, behavior and consequence items. Discussion demonstrates understanding multiple functions for each behavior.</p> <p>2) Completes Participant's FBA and BIP project using PTR forms with accurate identification of antecedent, behavior and consequence items. FBA demonstrates understanding of multiple functions for targeted behaviors.</p> <p>3) Presents FBA and BIP with satisfactory explanation of links between assessment and intervention strategies. Demonstrates analysis of relative advantages of various intervention strategies.</p> |
| Demonstrate correct use of several  | Unable to demonstrate in class practice any  | 1. Demonstrates 1 – 2 cognitive/language-   | 1. Accurately demonstrates 2 - 3  | 1. Accurately demonstrate 3-4 cognitive/language-   |

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| <p>cognitive/language-based behavior intervention and instructional strategies and be able to integrate these strategies into a BIP for a Demonstrate correct use of several cognitive/language-based behavior intervention and instructional strategies and be able to integrate these strategies into a BIP for a young child.</p> | <p>cognitive/language-based strategies that are demonstrated in class.</p>   | <p>based strategies during in-class practice with some errors.</p> <p>2. Integrates 1 – 2 cognitive/language-based strategies into written BIP with some errors.</p>  | <p>cognitive/language-based strategies during in-class practice.</p> <p>2. Integrates 2 – 3 accurate cognitive/language-based strategies into written BIP.</p>  | <p>based strategies during in-class practice.</p> <p>2. Integrates 3-4 accurate cognitive/language based strategies into written BIP.</p> <p>3. Presents BIP with satisfactory explanation of links between assessment and the cognitive/language-based strategies selected for the BIP.</p>   |
| <p>Demonstrate correct use of several nonverbal/experiential behavior intervention and instructional strategies and be able to integrate these strategies into a BIP for a young child.</p>  | <p>Unable to lead a play group in class that demonstrates any nonverbal/experiential behavior intervention and instructional strategies.</p> | <p>1. Leads a play group during class practice. Selected activities do not include activities that demonstrate all elements of experiential instruction (e.g. structure, engagement, challenge, and nurture).</p> | <p>1. Leads a play group during class practice. Selected activities do include activities that demonstrate all elements of experiential instruction (e.g. structure, engagement, challenge, and nurture).</p> <p>2. Integrates play group into BIP as instructional strategy. Presents BIP without satisfactory explanation of links between assessment and the selection of the play group strategies.</p> | <p>1. Leads a play group during class practice. Selected activities do include activities that demonstrate all elements of experiential instruction (e.g. structure, engagement, challenge, and nurture).</p> <p>3. Integrates play group into BIP as instructional strategy. Presents BIP with satisfactory explanation of links between assessment and the selection of the play group strategy.</p> |
| <p>Participants will Use the <i>Prevent-Teach-Reinforce (PTR)</i> (Dunlap, et. al, 2013) framework and tools to complete an FBA and BIP related to an actual student in their</p>  | <p>Does not complete FBA and BIP related to actual student and does not present their FBA and BIP in October, 2015 follow-up class.</p>      | <p>Presents FBA and BIP without explanation of links between assessment and intervention strategies.</p>  | <p>Presents FBA and BIP with satisfactory explanation of links between assessment and intervention</p>  | <p>Presents FBA and BIP with satisfactory explanation of links between assessment and intervention strategies.</p>   |

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| classes.      |  |  | strategies. | Demonstrates reflection on personal learning from this assignment. |
| Earned Points |  |  |             |  |

**SCORES: A= B= C= D= F=**

**Satisfactory: Fully attends and earns at least a grade of B (5 points or more on the grading rubric).**

**Unsatisfactory: Fails to fully attend or does not earn 5 points or above.**