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Assessment of Student Behavior

Student Learning Outcomes

After completing this chapter, you should be able to do the following:

- Recognize and follow the tiered intervention approach for students with behavioral needs.
- Acknowledge the elements and focus of the positive behavior support (PBS) system.
- Follow and execute the essential steps when conducting a functional behavioral assessment (FBA).
- Distinguish primary assessment sources and procedures that are used in the documentation of student behavior.
- Identify behavioral assessment measures (e.g., behavior rating scales) that are used to evaluate the behavioral status of students.
- Identify formal and informal methods used in the documentation and assessment of behavior.
- Monitor behavioral progress of a student once an intervention plan has been implemented.

INTRODUCTION: BEHAVIOR MATTERS

Behavior is one of the most interesting—and at the same time potentially perplexing—issues associated with the human experience. We define ourselves by our actions and overt responses in the world. Our thoughts may remain private, but our behaviors are usually public, put on display for others to see, with the possibility of having them recorded and/or judged. Given behavior's fundamental importance, it is essential to recognize that much of a student's behavior is learned and can be taught just like any academic content is, maybe more so given its immediate and ever-present qualities and importance.

For that reason alone, educators must realize that behavior is teachable content. Opportunities should be seized in order to help students acquire and demonstrate beneficial behaviors in the classroom. Behavioral content can take the form of productive learning strategies that are utilized in the classroom as well as social accomplishments in personal interaction, collaboration, and cooperation. That is why the assessment of behavior and behavioral progress is important. Learning and academic success are always embedded within a social and cultural context, and for that reason, a student's behavior is as critical as the information or skill being taught.

THE RTI PROCESS IS ALSO ABOUT BEHAVIOR

As discussed in Chapter 2, the Response to Intervention (RTI) process in most school districts is centered on academic instruction and intervention; however, behavior represents the other half of the intervention service triangle (see Figure 2-3). Because behavior matters and serves as a key component in a student's academic performance and success, educators—especially special educators—need to be as competent and effective in this arena as they are in their academic content instruction area(s). Programs to address students' behavioral issues need to have the same importance as academic intervention programs.

The core intervention approach (i.e., Tier 1) for behavior is to provide students an instructional experience within the general education setting that is both preventive and proactive in regards to potential behavior-related problems. In order to address this need, school districts select comprehensive programs or collections of behaviors and skills that all students are expected to learn and demonstrate as part of their collective and individual skill set.

In particular, positive behavior support (PBS; also sometimes called positive behavioral interventions and supports) is often selected as one of the behavior approaches that schools integrate within their RTI systems because of its strong research-based effectiveness. PBS functions as a data-focused problem-solving model that utilizes applied behavior analysis principles toward promoting positive peer relationships and developing behavior interaction skills for students (McKevitt & Braaksma, 2008, Sugai & Horner, 2006, 2008). Research has demonstrated that PBS leads to increased instructional time due to fewer behavior problems (Scott & Barrett, 2004) as well as reduced behavior problems for students at a variety of grade levels (Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Kartub, Taylor-Greene, March, & Horner, 2000; Luiselli, Putnam, Handler, & Feinberg, 2005; McCurdy, Mannella, & Eldridge, 2003; Todd, Haugen, Anderson, & Spriggs, 2002).

The PBS approach creates a positive and supportive behavioral climate within a school and, at the same time, introduces students to a skill-oriented behavior curriculum. The system can be modified to fit the particular requisites and focus of the district and the individual schools within that district; however, as stated by Brian McKevitt and Angelisa Braaksma,

Researchers at the OSEP Center on Positive Behavior Interventions and Supports (OSEP, 2004) have identified the core features of a school-wide system as (a) establishing and defining clear and consistent school-wide expectations, (b) teaching the school-wide expectations to students, (c) acknowledging students for demonstrating the expected behaviors, (d) developing a clear and consistent consequence system to respond to behavioral violations, and (e) using data to evaluate the impact of school-wide efforts. (2008, p. 740)

Certain procedures are essential when developing a district- or buildingwide PBS plan:

- Schools need to identify a set of behavioral expectations (e.g., I will speak appropriately toward all school and community members; I will not physically strike or push anyone in anger) for students to master.
- The behavioral expectations or outcomes should be important and essential, but the list needs to be short and concise (usually no more than five key expectations).
- The student outcomes are directly and repeatedly taught (e.g., skill practice, demonstration, feedback) to the students just like academic content.
- The outcomes need to be directly observable and should be demonstrated at all times and in all student settings.

- A positive reinforcement system needs to be in place to encourage the demonstration of the listed behavioral outcomes.
- A punishment system for violations must also be in place and be understood by the students.
- Collection of behavioral data (e.g., compliance percentages, frequency of behavior "grades," discipline referrals) is necessary in order to evaluate the effectiveness of the PBS program.

District Needs and Positive Behavior Support

Consider the following scenario for how PBS can be utilized in a district. Screening results revealed that students in the Grant School District are concerned about violence and aggressive behavior in their schools and want to learn how to deal with anger effectively. In response to this student data, the district decided to provide anger management training to all its students (starting with a Tier 1 prevention focus) as part of its approved PBS program. The content is embedded within the standard classroom curriculum and reviewed on a frequent basis through the use of various assessment strategies and techniques. The majority of the students, approximately 80% or more, are expected to acquire this knowledge and skill set as part of the daily general education instructional experience.

Through the use of systemic assessments, however, the district found that some students (approximately 10%–15%) required more assistance and instructional help to acquire and demonstrate the expected anger management skills. This instruction will be provided through Tier 2 support. The behavior curriculum and the classroom instructional model will be maintained, but additional support through small-group instruction will be provided. Students receive repeated instruction and practice twice per week. With Tier 2 intervention, extra help is always supplemental to and accompanies the core instruction that is provided to all students (Tilly, 2008).

Some students (approximately 5% or less) will not respond to the group-centered intervention support. These students will need more intensive and individualized instruction via a Tier 3 intervention plan. For skill-development issues like anger management, techniques such as one-on-one instruction, modeling and role-play, and/or small-group instruction on a daily basis could be part of a student's intervention program. The student's progress should be systematically reassessed (e.g., weekly) in order to determine the effectiveness of the implemented intervention(s).

A tiered intervention approach provides the flexibility of services for every child's instructional needs. In addition, movement through the levels is possible if need increases or if more intensive services are no longer required. For example, if the Tier 2 intervention services for anger management prove to be effective, then the students who received those services would then only continue to receive Tier 1 (the general or primary behavior curriculum) instruction and support and their teacher would monitor their progress. The behavioral outcomes and skills (e.g., anger management) will vary from district to district based on student needs and professional expectations; however, the process provides the potential for students to acquire their identified behavioral goals and outcomes.

How would you apply the PBS principles to this district? Let's start with the first and second principles: identifying a set of behavioral expectations for students to master and composing a short and concise list of essential behavioral expectations. Two examples were listed earlier in the chapter (I will speak appropriately toward all school members; I will not physically strike or push anyone in anger). Both are important and could represent desired behavioral outcomes for the district's students. Assuming that the district accepts these behavioral outcomes, then the third principle needs to be addressed: directly and repeatedly teaching the outcomes.

The district and each school must coordinate how the material will be taught at each level (i.e., elementary, middle, and high school) and within each of the grades. They also need to coordinate how student progress will be assessed and reported. How will progress be evaluated so that every student receives what he or she needs to reach the desired learning outcomes? Planning and coordination of instruction is required before the program is launched as well as throughout its implementation. The district must address important issues, such as developing comparable and/or standardized instruction materials, utilizing preidentified assessment measures and procedures for the district, and integrating the data evaluation and procedures into the overall review of the PBS program.

The fourth principle (choosing outcomes that are directly observable and demonstrating them in all student settings) ties back to the first two principles in that the outcomes must be designed so that they are directly observable and measurable. For example, for the outcome "I will speak appropriately toward all school members," appropriate speech needs to be fully described and explained so that school members can determine whether students are adhering to the outcome or not. Also, specific behaviors that constitute that *speech* would likely need to be identified and explained to the students. In particular, appropriate words, phrases, and greetings need to be identified, modeled, and practiced.

For the second outcome (I will not physically strike or push anyone in anger), the listed actions (*strike* and *push*) should be adequately described and explained in addition to the what constitutes *anger* so that accidental events (e.g., a student trips and accidentally pushes someone else in line) can be distinguished from volitional acts of intended violence. From an empirical evidence perspective, the second outcome would probably be easier to document and record than the first one due to its more blatant behavioral qualities and actions.

How would you apply the remaining principles? Take a few minutes to reflect on ideas and procedures that come to mind as you ponder the potential reinforcing and punishing systems. What data would you collect? How would you collect it and use it to evaluate the effectiveness of the district's PBS program?

Understanding Behavior—Functional Behavioral Assessment (FBA)

As mentioned in the introduction to this chapter, people are defined by their personal actions and responses. Undesirable actions and responses tend to attract more attention than desirable ones. Nothing draws attention and reaction in a school setting like problem behaviors do. For this reason, it is essential to briefly explore the foundational elements of behavior (e.g., purpose, consequences) and the reasons why behavior is maintained.

By definition, an FBA is designed to do break down a behavior pattern into its elemental parts (Umbreit, Ferro, Liaupsin, & Lane, 2007). Those foundational components include the behavior's purpose, the antecedents of the behavior, and the behavior's consequences. The antecedents reflect what happens before the behavior(s) occurs and can serve as a trigger (i.e., a signal or spark that initiates the behavior). Triggering events can be external (e.g., to-do list, street sign, commercial) or internal (e.g., habit, routine); they then elicit a specific behavior. To better understand a behavior, we must know its function or the purpose it serves for the individual—why the person engages in the behavior. Contingent upon any behavior are the consequences, or what happens after the behavior, that cause the behavior to be maintained or perhaps decreased depending on the consequence's reinforcing effect (see Figures 8-1 and 8-2).

At home, you may hide the ice cream at the back of the freezer so that other ice cream consumers in the house have difficulty locating it. This action clearly serves a purpose (making ice cream available for yourself) and has a consequence attached to it (you get more ice cream when you hide it). Moreover, you are more likely to engage in and

Student: AC Date: 10/18

Strengths: Estimated average ability, achievement, general good cooperation in class

Likely triggers	Immediate triggers	Presenting behavior problem	Current consequences (i.e., reinforcement and punishers)	Perceived function
Adult enforcing a direction Self-reported unhappiness at home	Assignment of academic (paper-and-pencil) task Presence of boys Academic demand	Refuses to do what is asked Pokes, hits, or touches inappropriately Takes apart a pencil Throws food Picks at self Makes negative verbal statements	Adult repeats directions Adult expresses disapproval through scolding or negative attempts to "persuade" Adult reports problem to parents Adult enforces code of conduct	Avoidance Attention Indication of unhappiness

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FIGURE 8-1 Functional Behavioral Assessment (FBA)

Student: IC Date: 3/5

Strengths: General ability, demonstrating benchmark academic skills

Likely triggers	Immediate triggers	Presenting behavior problem	Current consequences (i.e., reinforcement and punishers)	Perceived function
Fatigue Discomfort in stiff, starched new clothes	Asked by teacher to give up toys he has brought to school Perceived child-to-child or adult-to-adult confrontation Challenging academics: not wanting to appear to struggle in front of peers, adults	Leaves instruction area (lies on floor, under desks, moves to another part of classroom) Ignores adult directions and redirections (is silent toward adults) Has a tantrum when adult enforces directions	Makes up time lost at recess Is left or ignored by class and/or teacher	Need for a break Need for attention Need for recognition Expression of mental health needs or coping-skill limits

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FIGURE 8-2 Functional Behavioral Assessment (FBA)

continue this behavior if it maintains a reinforcing contingency (you get more ice cream because of this action). As just mentioned, antecedent conditions represent the existing conditions that precede the likelihood of the behavior being demonstrated. In the ice cream example, you engage in this behavior when your youngest daughter is home from college or son-in-law is coming over because they are true ice cream fanatics and can easily destroy a half a gallon of ice cream in one sitting.

In general terms, these components are recognized as part of the A-B-C model of behavior, where *A* represents the antecedents, *B* is the behavior itself, and *C* involves the consequences connected to that behavior. This simple analysis model allows for the critical review of any behavior pattern in order to examine its core elements and the existing conditions and relationships that exist among the behavioral pieces. And, as to be expected, this becomes quite a useful tool when examining a student's behavior in the classroom.

Some official needs require a direct and effective review of a student's behavior, especially when particular problem behaviors are demonstrated and decisions related to qualification for special education or other decisions are made. For these situations, an FBA is typically conducted. This involves an FBA of a behavior(s) and the essential relationships that exist among specific environmental and personal variables. According to Mark W. Steege and T. Stuart Watson,

A comprehensive FBA includes a combination of indirect (e.g., interviews) and direct (e.g., observation and recording of behavior) procedures. The essential components of an FBA include:

- Identification and description of interfering behaviors in concrete terms
- Identification and description of antecedent variables
- Identification and description of individual variables
- Identification and description of consequence variables
- Recording of the occurrence of interfering behaviors
- Identification and description of the function of the interfering behaviors
- Recommended interventions are matched to the results of the FBA and constitute the basis of a positive behavior support plan

Conducting a comprehensive FBA can be a challenging process. Unlike standardized assessments that include a test kit and specific instructions for administering, scoring, and interpreting the test data, the FBA process is much more of a dynamic process. (2008)

According to Steege and Watson (2008), the following five steps or phases must be carefully completed and documented as part of the FBA process: Phase 1: identification and description of interfering behavior; Phase 2: measuring interfering behaviors; Phase 3: identifying contributing antecedent, individual, and consequence variables; Phase 4: how the FBA contributes to developing a PBS plan; Phase 5: treatment validity—implementing and evaluating the effectiveness of the PBS plan. Once these steps are accomplished, a behavior intervention plan (BIP) is generated for the student to help address the presenting problem behavior(s). Review once again the FBA that was listed in Figure 8-2; the BIP for that case is provided in Figure 8-3.

Behavior Intervention Plan

Based on conditions of IC's case (7-year-old second grader currently receiving special education services), the school team has decided to implement specific strategies and interventions (e.g., sensory and rest breaks, comfortable clothes) that are designed to

FIGURE 8-3 Behavior Intervention Plan (BIP)**Behavior Intervention Plan (BIP)**

Student: I.C.

Goal: Given implementation of prevention and intervention activities in the BIP, I.C. will comply with adult directions at school 100%.

Start Date: 03/05

PLAN	PERSON RESPONSIBLE
Prevention strategies: ■ Implementation of sensory breaks/deep pressure activities (at start of day, at mid-day) to promote relaxation ■ Opportunities for rest breaks ■ Home to send I.C. to school in clothes comfortable (which do not promote the itching he complains he has with certain (new) clothes) ■ Reminders of where he is in earned points to earn reinforcement/priveleges	Teacher Teacher Home Teacher, team
Teaching: opportunity for supportive counseling on behavior	Home currently exploring resources
Consequences: ■ Daily point chart ■ Priveleges/reinforcement for making "day" (meeting point goal for the day); see attached.	Teacher, team

Staffing

Grade 2

4/26

Presenting Problems

- defiance,
- refusals,
- disruptive classroom behavior,
- exceptionally low time on task—time in instruction,
- given refusal behaviors;
- persistence in bringing toys/objects to school;
- refusal to give up items to adult when directed to do so

Goal

- Participate in grade level instruction and produce classroom work/products—implying:
 - Following adult direction and not bringing items to school

Activities**■ Prevention:**

- < School: home checks for/removes items he wishes to tote to school
- > School: home delivers reinforcement/removes privileges based on behavior report sent home daily

FIGURE B-3
(Continued)

- Referral of family for family counseling to address their need for limit setting
- Daily arrival routine: requiring student to enter an identified space, follow a check in protocol that includes giving up all items/toys before entering instruction
- Option: LRE changes: a) LRE—resource room; or b) what staff have mentioned to us this week
- **Coaching/Teaching:** use of ClassDoJo (web-based class management system) data to debrief with student and discuss behavior choices made/options he might have considered
- **Behavior Change:**
 - Daily check/in—arrival routine—with requirement he follow protocol before entering class
 - Enforcement of code of conduct: the school may discipline: remove from a classroom, remove from school for violations of code of conduct; we must conduct a Manifest Determination if removals constitute a change of placement—that is, if we have a pattern of removals following this current change of placement. Our team discussed the need to take the locus of control from this student and enforce directives (i.e., check-in, Gail's suggestion for LRE change, Mary's idea regarding seating)

Questions:

- If/when a removal takes place, does this student still head to Cambridge (a specialized behavior treatment center)?
- Would family then be required to get him back to school for 11:15 bus to Cambridge?
- Ought Cambridge be carrying over data from AM in its data collection on behavior/earned reinforcement in their setting?

Submitted by: teacher

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help IC comply with adult requests. The BIP stipulates which school personnel will be responsible for activities. It also stipulates the actions and consequences when the target behaviors are exhibited and when they are not exhibited. The school team produces an individualized behavior plan that is designed to help support and improve IC's compliance behavior in the classroom.

GATHERING EVIDENCE

Three primary sources are often pursued when investigating and documenting student behavior:

1. Observation
2. Questioning/interviewing
3. Behavior rating scales

In this chapter, each area is reviewed separately for instructional convenience. All are important and essential pieces of evidence, and they need to be collectively integrated in order to provide a detailed and comprehensive picture of a student and his or her behavior.

Observation—Informal

One of the most direct and efficient means to document behavior is to use observation techniques. One of the most common observational formats is the anecdotal observation,

which is an informal or naturalistic observation technique that involves the collection of information, typically in the form of an unrestricted running record of all occurring events during a specified time period in the classroom. Events are ideally recorded at the time of the observation through notetaking by a designated observer. This approach represents one of the simplest and most common ways to record student behavior (Wilson & Reschly, 1996), and from the recorded material specific issues or concerns that need to be further examined can be identified. When the observer is also the teacher, however—which is usually not desired or recommended—the recollections or impressions of that observational period are often recorded after the event. This post-facto recording approach is common among educators due to the continuous nature of the instructional process and the need for teachers to multitask services for students.

The “just observe what is going on” attitude of the anecdotal record is one of its greatest strengths as a recording method. The primary advantage with this approach is that there are no predetermined behaviors, conditions, or “identified problem children” to look for; consequently, minimal bias accompanies this kind of observation. Behaviors or concerns that are identified from the observation may represent genuine issues in the classroom and/or for a specific student or students, particularly if a consistent behavior pattern is observed on several occasions across multiple settings. There are limitations with this approach, however, particularly in the area of confirmation of behavior events. For instance, examine the following drawbacks:

- One of the strongest criticisms of this informal approach is the lack of comparability of the results from one observation to the next. The ability to extend and generalize the collected findings to other settings and situations is limited because the user rarely follows a specific and organized approach to the observation.
- Because the collection process is so general and nonspecific, particular details or issues may get lost and not be identified from the observation.
- Due to the continuous recording process, transcription can get very cumbersome, and information can be missed, resulting in an incomplete record of what happened during the observation.
- This approach usually requires considerable time and recording effort.
- Even if all the elements of the recorded observation are captured, those pieces can still get jumbled, placed in the wrong order, inaccurately recorded, and/or misinterpreted in the absence of a consistent and accurate recording process.

In summary, because the anecdotal recording approach does not follow uniform data-collection procedures, recognized limitations include the inability to generalize findings or compare findings across observers as well as the lack of quantitative data (Sattler, 2002). For these reasons, the anecdotal approach usually serves only as a starting point to a much more systematic and accountability-focused approach to behavior documentation. One of the most helpful and common naturalistic observation techniques is the A-B-C observation approach (Hintze, Volpe, & Shapiro, 2008); however, this method cannot be used unless a behavior of concern has already been identified. The observer records the condition(s) existing prior to the identified behavior (i.e., the antecedent) as well as the resulting event(s) after the behavior is generated. Consider the behaviors in Figure 8-4 (using the A-B-C observation and recording method) and examine how this approach helps to frame a behavior and its resulting consequences.

Although this approach helps to identify important setting conditions and naturally occurring consequences of actions, additional questions usually remain, such as the relative strength, magnitude, frequency, and latency of the identified behavior(s). Additional methods are often sought out in order to get a better handle on these conditions.

Antecedent	Behavior	Consequence
Teacher tells class to line up for the bus.	Identified student refuses to leave his desk.	Teacher comes up and takes his hand and walks him to the bus.
Teacher requests work-of-the-day assignment.	Identified student hands in assignment.	Student is given permission to select video game to play during free-time.
Students come in from recess.	Identified student knocks over books and papers of fellow students.	Student is moved to the back of the room where he faces the wall in his chair

FIGURE 8-4 A-B-C Observation Sequence

Observation—Formal

For observation measures to be most effective, the behavior(s) of concern must be clearly identified and defined at the start of the comprehensive behavior review. Formal observation methods are most helpful and effective with this task; they involve a uniform and standardized review of behavior with intended behavioral targets clearly identified and defined. The data collected from such procedures provide for a more accurate and structured recording of the student's behavior within a particular setting and time. Specific behaviors and/or events that occur during the observation period are recorded, and other nonessential behaviors are ignored.

For example, during in-class work time, a teacher notices that several students are off-task and are not completing their seatwork. A focused on-task observation of these students, along with comparison peers, could be helpful. The observation is limited to a select group of students and their off-task behavior, which is operationally defined, and everything occurring outside of this focus is not examined. The teacher can obtain confirmation and quantification (the percentage of time on-task versus off-task for identified students as well as their peers) of the behavior(s) of concern. This information, along with evidence from other sources such as direct questions, mini-interviews, and so forth, can help target the origin of the problem. The teacher can then set up an appropriate intervention for the students. In this particular situation, the source of the off-task behavior may have nothing to do with students "misbehaving" but might be related to their current academic skill levels and their inability to complete the seatwork as designed.

When you are confirming the existence of a particular problem in your classroom, especially when you are using observation, you need multiple sources of data across multiple settings in order to get a truly accurate picture of what is going on. Two of the most common types of formal observations are interval and event recording. Additional aspects that are important to document with a behavior(s) are duration and latency recording.

INTERVAL AND EVENT RECORDING Interval recording (also called time sampling) involves recording the occurrence of specific pre-identified behaviors during set time intervals, usually short durations (e.g., 5- or 10-second intervals). If the identified behavior(s) is observed during a designated time interval, it is recorded, or marked, on the observation form. Two forms of interval recording are common: whole and partial interval. For whole interval recording, the identified behavior must occur throughout the entire time interval in order for the behavior to be marked on the observation form. With partial interval recording, a mark is made on the form if the behavior occurs at any time during the set time interval. Interval recording generates an effective temporal record pattern and is

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False

quite useful in documenting behaviors (e.g., on-task behavior, independent seatwork) that are maintained for long periods of time in the classroom.

Event recording is consistent with interval recording in that pre-identified behaviors are selected, but the actual recording is not dependent on a fixed time interval. Rather, the observer concentrates on the direct occurrence of the behavior. This method is useful for documenting behaviors with discrete beginnings and endings. Therefore, you can easily examine and document events such as the number of verbal outbursts, the number of times a student gets out of his or her seat, and the number of teacher requests for help. You can produce a frequency count, or how often the behavior is recorded during the observation period, as well as a behavior rate, which involves dividing the number of occurrences of the behavior by the length of the observation period.

DURATION AND LATENCY RECORDING Duration and latency recording methods are also used to document and review behavior. Duration recording can confirm the length of a demonstrated behavior (e.g., off-task, temper tantrums, social isolation). The teacher records the time from the onset to the ending of an observed event (e.g., completing an in-class assignment or a lab project). Percentage of time on-task can be generated relative to the entire observational time period (e.g., on-task only 25% of the time), and this provides a useful picture for the teacher as well as helps the student better understand his or her behavior in class.

Latency recording also involves time, but it specifically looks at the amount of time that elapses from when a direction or request is made to when the behavior is initiated. Latency recording is helpful for recording student refusal. For example, if a student requires several requests to start his or her work, then the time between the request and the onset of the behavior is recorded for each separate request. Both of these recording methods can be useful; selection depends on the behavioral issue and which method can obtain the information that is needed.

ESTABLISHED INSTRUMENTS There are also a number of established observational instruments (e.g., Behavioral Observation of Students in Schools, Classroom Observation Code, Direct Observation Form, Student Observation System) that are used in documenting student behavior in the classroom. These measures examine a number of different behavior categories and utilize different recording methods (e.g., whole or partial interval, momentary time sample). For more information on these measures and others, see the excellent review provided in John Hintze, Robert Volpe, and Edward Shapiro (2008).

CHAPTER EXERCISE: STRESS MANAGEMENT AND TIER 1 INTERVENTION

Imagine that you are a special education teacher at Lincoln Elementary (K–6 building). Positive mental health for all students is a district priority. It is recognized and prioritized as an essential component for each student's general wellness education and complete school experience. It is so highly valued that the administration and faculty have decided that every student (appropriate to each grade level) needs to recognize and understand the concept of stress and how it affects his or her behavior and health. Each student is expected to have tools and techniques that can be used to address and manage his or her response to daily stress events. The faculty has identified specific stress competencies to be learned and demonstrated at each grade level. In order to address this instructional issue, teachers across all grade levels and support staff (e.g., school psychologists, school counselors) participated in a comprehensive stress workshop. They used material from the 2-day seminar to identify student stress outcomes at each grade level in their building. They also reviewed the current stress research and interviewed leading experts in the field. They identified the following student outcomes:

- By the end of kindergarten, students will be able to identify when they are in "control" of their bodies and their behaviors and what actions they can do to regain that control.
- By the end of first grade, students will be able to recognize the word *stress* and provide a definition of it. They will identify events or situations in their life that can cause stress.

- By the end of second grade, students will be able to describe and explain the stress response system, known as the *fight-or-flight* effect, that occurs in everyone's body.
- By the end of third grade, students will be able to explain the unhealthy effects stress can have on the body and the diseases that are directly connected to stress. Every student will understand the stress cycle, along with the major organs and systems involved with this cycle.
- By the end of fourth grade, students will be able to identify and demonstrate three relaxation techniques that they can use to reduce and/or minimize stress effects.
- By the end of fifth grade, students will be able to identify major stressors in their life, examine their impact, then design and follow an intervention plan that will minimize the effects of those stressors.
- By the end of sixth grade, students will be able to work with others (e.g., their parents, other adults or students) to design an effective stress-reducing plan, complete with data collection and progress review. They must also be able to describe their own stress plan along with at least five stress-reducing practices that they will follow in their personal plan.

The listed outcomes represent challenging goals for the students at each respective grade level. In addition, effective assessment measures and procedures are needed to determine if these outcomes have been met. As the school staff moves forward with this instruction, consider the following questions:

- How would you help your students accomplish these goals?
- What collaborative and cooperative processes need to take place for this to happen?
- How confident would you feel about covering this content with your students?
- How would you assess the learning progress of your students? What measures would you use and why?

What are your responses to these questions? How about the answers from your classmates? As a teacher, you will be faced with learning new content and skills that you will be responsible for teaching to your students. The behavior curriculum continues to grow in importance in regards to the "total child" perspective, which includes preventive mental health skills and general wellness (e.g., stress reduction, anger management, nutrition and exercise). Academic instruction will always matter and will be viewed as the "main course" at the educational dinner table; however, other skills and areas are part of the mix now, including behavior programming and mental health education.

Along with these goals comes the necessity of being able to document the learning progress of the students relative to the goals. What documentation approach and/or procedure(s) would you recommend to your colleagues? Assessment of the effectiveness of the stress education program Lincoln Elementary entails the following:

1. At each respective grade level, implement skill checks and/or reviews (midyear and end-of-year) to document and confirm each student's proficiency.
2. Use actual student products and/or demonstrations to confirm knowledge/skill set(s) and record student progress as part of a mental health report card.

Now, identify two additional assessment procedures that would help to measure the effectiveness of the program.

As you reflect on your assessment approach, remember the key elements and actions inherent in classroom assessment that were mentioned at the beginning of this book. To start with, the school recognizes the need for a systematic collection of student evidence. Therefore, these basic questions need to be addressed and answered:

- What evidence will be collected?
- What measures will be used?
- How will the collection process operate?
- Who will conduct the data-collection process? Who will oversee this process?

Beyond the collection issues, the process that will be followed in the analysis and review of the intervention data must be also determined. Here is another set of questions to be answered:

- Does the teacher or an outside professional analyze and review the evidence?
- How is this conducted for each classroom and/or grade level?
- When and how often is data analysis necessary?
- Is there consensus on how competency will be confirmed?
- How will outcome confirmation take place (e.g., demonstration, student product)?
- Is success going to be viewed at the individual level? At the grade level? At both levels?

As this example points out, a considerable deal of thought and planning needs to go into the development and review of any systematic intervention program, regardless of level and provided services. Aligning the planning efforts with the fundamental principles and actions of assessment (i.e., student evidence actively collected and reviewed for learning impact, decisions based on the collected evidence and designed to promote student success) ensures that an effective process is followed.

Questioning and Interviews

Questioning is undoubtedly one of the most direct ways to collect information from students. As reported by Raymond Witte (2012), "it is a discussion or dialogue with an intended purpose" (p. 76). Identifying the purpose of the question(s) and what information needs to be obtained in the process is most important. Students respond to numerous requests and queries throughout the school day, which can be connected to a number of needs (e.g., progress checks, skill confirmation). For most school-based issues (academic or behavioral), the confirming questions (who, what, where, when, and why) tend to be essential when new information and/or clarity regarding an issue is needed. Questions like these can be asked as part of the everyday events in the classroom or they can be organized and systematically delivered as part of an interview. If a more formal approach is desired, then a designated interview conducted between an interviewer and interviewee may be needed.

As an information-collection process, an interview is structured to be a prearranged and organized discussion, usually between two people, where specific information is requested from and hopefully obtained from an interviewee by way of direct questions from an interviewer. Traditional interviewing is not a common evidence-collection device in the classroom setting due to extensive time requirements. On occasion, however, teachers are able to meet with and talk to their students in order to check on their learning progress as well as other related issues.

For this reason, informal, brief, personalized mini-interviews or sessions can be provided and can render valuable information and insight into a student and his or her issues. The mini-interview is recognized as an effective information-collection technique in the medical and health fields (Eva, Reiter, Rosenfeld, & Norman, 2004a, 2004b), and it also has application in the classroom, especially for those educators who build this technique into their overall instruction and student assessment program. Providing for actual one-on-one review time (e.g., once or twice a week per student) helps to generate a strong teacher-student relationship and also allows for the collection of meaningful and, in some cases, in-depth information about a student that would not normally be picked up in the classroom setting.

Behavior Rating Scales

In addition to direct observation and one-on-one questioning and interviewing, behavior rating scales have become a foundational element in assessing behavior. The refinement and development of behavior scales have helped provide greater accuracy and confidence in the identification and intervention of behavior-related problems.

Formal behavior rating scales are often used to help verify and confirm behavior problems and/or significant issues through the rating of items that constitute and reflect various behavioral factors or clinical conditions. Although these measures are directed toward gauging and measuring behavior, the behavioral components and clinical scales that are examined vary from measure to measure.

BEHAVIOR EVALUATION SCALE-THIRD EDITION The Behavior Evaluation Scale-Third Edition (BES-3), which utilizes both teacher and parent input, is designed to determine whether a student's behavior meets the definition of emotional disturbance (or other behavior-related disorders) according to the Individuals with Disabilities Education Improvement Act (IDEIA) guidelines. Because it is aligned with the IDEIA definition of behavioral disorders, the results from the BES-3 are used in decisions about potential eligibility and appropriate placement for students. The BES-3 possesses an age range of 4–19 and has two different versions: the school version and the home version. Each has a different normative sample (school version is 5,124; home version is 4,643). Two forms are included: BES-3:L (long form) and BES-3:S (short form). The internal reliability estimate for the school version and home version is .98. Validity results range from moderate to high (.62–.95) for the separate subtests, and the validity for the total scores range from .78 to .94.

The BES-3:L includes 76 items under the school version and 73 items under the home version and can be completed in approximately 20 minutes. The BES-3:S includes 54 items under the school version and 52 items under the home version. Each short form can be administered in approximately 15 minutes. The BES-3 includes the following subscales:

- Learning Problems
- Interpersonal Difficulties
- Inappropriate Behavior
- Unhappiness/Depression
- Physical Symptoms/Fears

The rating indicators that can be selected in the review of each item include *not personally observed*, *is developmentally advanced for age group*, *less than once a month*, *approximately once a month*, *approximately once a week*, *more than once a week*, *daily at various times*, and *continuously throughout the day*. Similar to other behavioral assessments, the BES-3 assesses behaviors in the school and home environment. The scale also includes an intervention manual and a parents' guide. The intervention manual provides teachers with possible individualized education program (IEP) goals, objectives, and interventions for students with emotional disturbance or behavioral disorders. The parents' guide provides resolutions for behavior problems that typically occur in the home. This information sets this assessment apart from other assessment batteries. The BES-3 is the most recent version of this behavioral assessment battery; however, the BES-4 is scheduled to be released some time in 2015.

BEHAVIOR ASSESSMENT SYSTEM FOR CHILDREN-SECOND EDITION The Behavior Assessment System for Children-Second Edition (BASC-2) is a collection of rating scales designed to measure specific behaviors and the emotional states of children and adolescents. The BASC-2 is primarily designed to assist in the identification and potential classification of students for special education services. Findings from this measure are often used to confirm a particular diagnosis or suspected impairment. It can also be used to generate a behavior profile that can be reviewed over time and repeated in order to examine individual or program progress. Clinical norms (ages 4–18) representing several classification categories including learning disability, speech-language impairment, mental retardation/developmental disability, emotional/behavioral disturbance, hearing impairment, attention deficit disorder or attention-deficit/hyperactivity disorder (ADHD), and pervasive developmental

disorders are reported. The reliability does vary for each age level, but there is consistency across the age levels for the composites (.80s-.90s) and the scales (.60s-.90s).

The BASC-2 is a behavior rating scale that gathers information about a student's emotional and behavioral condition. Information that is used to complete this scale can be obtained from different people, including the student, teachers, and parents. For students, the Self-Report of Personality is completed. The student answers a series of items according to a 4-point response scale (*never, sometimes, often, almost always*). The student responses are configured into clinical composite scores (i.e., alcohol abuse, anxiety, attention problems, attitude to school, attitude to teachers, atypicality, depression, hyperactivity, interpersonal relationships, locus of control, relations with parents, school maladjustment, self-esteem, self-reliance, sensation seeking, sense of inadequacy, social stress and somatization) based on the student's age.

Teachers are required to complete the Teacher Ratings Scales, which are organized into three age levels: preschool (2-5), child (6-11), and adolescent (12-21). The ratings from this instrument, based on the age of the student, contribute to the following composites: adaptability, aggression, anxiety, attention problems, atypicality, conduct problems, depression, functional communication, hyperactivity, leadership, learning problems, social skills, somatization, study skills, and withdrawal. In addition, a Student Observation System/Portable Observation Program is available that allows a teacher to observe another student to serve as a comparison to the target student. The Portable Observation Program is the electronic version of the Student Observation System.

Parents complete the Parent Rating Scales, which has the same age levels as the other scales. A fourth-grade reading level is required to complete the scale. The ratings from this scale contribute to the following composites: daily living activities, adaptability, aggression, anxiety, attention problems, atypicality, conduct problems, depression, functional communication, hyperactivity, leadership, social skills, somatization, and withdrawal. The Structured Developmental History gathers information about the child and family's reading development, social, and medical history. In addition, the Parenting Relationship Questionnaire examines the relationship between the child and the parent. The Teacher Rating Scales and Parent Rating Scales contribute to the Behavioral Symptoms Index. This is the broad composite score that assesses and quantifies the nature and magnitude of the problem behavior(s). The Self-Report of Personality contributes to the Emotional Symptoms Index.

The BASC-2 is a comprehensive behavior rating scale that collects information on a student from multiple sources. This information can be used for a number of purposes including FBAs, BIPs, and IEPs. In addition, computer-assisted scoring and behavior-rating interpretation are available. Research on the scale, however, has demonstrated low correlations (composites .48, scales .38) between the Teacher Rating Scales and Parent Rating Scales. As a consequence, student behavior comparisons between teachers and parents must be carefully considered and reviewed.

❧ **CONNERS 3** The Conners Third Edition is a behavior scale designed to measure the emotional, behavioral, academic, and social functioning of children age 3-17 years in school and at home. It also assists school personnel in confirming potential clinical diagnoses (e.g., ADHD) and supporting special education classifications, placements, individualized interventions, and progress monitoring. In terms of reliability, alpha coefficients range from .70 to over .90 for the scales. In support of the validity of the instrument, the Conners has been correlated with recognized behavior scales (i.e., BASC-2, Child Behavior Checklist and the Children's Depression Inventory), all of which range from a correlation coefficient of .38 (BASC-2 Depression scale) to a high of .83 (Child Behavior Checklist Anxious/Depression scale). Three forms, or versions, exist: the parent, teacher, and self-report. All forms can be completed in approximately 15-20 minutes for the long version and 5-10 minutes for the short version. The rating scale for each of these forms is 0 to 3 (0 = *not true at all*, 1 = *just a little true*, 2 = *pretty much true*, and 3 = *very much true*).

Teacher
5



The parent and teacher long versions include the following scales: Oppositional, Cognitive Problems/Inattention, Hyperactivity, Anxious-Shy, Perfectionism, Social Problems, Psychosomatic, Conners' Global Index, DSM-IV (*Diagnostic and Statistical Manual of Mental Disorders—Fourth Edition*) Symptom Subscales, and ADHD Index. For the self-report, the long version measures Family Problems, Emotional Problems, Conduct Problems, Cognitive Problems/Inattention, Anger Control Problems, Hyperactivity, how-Index, and DSM-IV Symptom Subscales. On the short teacher and parent versions, however, only the Oppositional, Cognitive Problems/Inattention, Hyperactivity, and ADHD Index scales are included. Under self-report, the short version includes Conduct Disorder, Cognitive Problems/Inattention, Hyperactivity, and ADHD Index.

Each of these scales is divided into four subscales: Content Scales, Symptom Scales that are tied to DSM-IV requirements, Validity Scales, and Clinical Indicator Scales. Content Scales identify emotional distress, defiant/aggressive behaviors, and academic difficulties. Symptom Scales identify ADHD, conduct disorder, oppositional defiant behavior, autistic disorders, mood disorders, and anxiety disorders. Validity Scales identify positive impression (faking good), negative impression (faking bad), and inconsistency (careless or random responding). Finally, the Clinical Scales identify individuals who bully or are victims of bullying, panic attacks, post-traumatic stress disorder, substance abuse, tics, and trichotillomania. The Clinical Scale also includes a short version that can be used as a screener. Although school personnel (e.g., teachers, school psychologists) do not utilize the DSM-IV, and now the DSM-V, when making educational qualifications and decisions, they should be knowledgeable about this classification system given that many clinicians and physicians use it to formally render diagnoses.

CASE STUDY

The following case involves a young student, "Kyle." The authors are indebted to Ms. Amanda Lotycz, Hilliard City school psychologist, for her help and consultation with this case. Kyle is a 9-year-old third-grade student at Eastern Elementary who was referred for help with organizational skills, work completion, and off-task behaviors in class. A Tier 3 behavioral intervention was conducted with Kyle at the request of his parents and teacher. The following account summarizes the changes in Kyle's performance following implementation of specific behavioral interventions that were derived to address his particular areas of need.

Review of Records

Previous records indicated that Kyle struggled with attention difficulties, as determined through teacher and parent self-report scales (Conners Scale reports). Last year, Kyle was given a series of tests by an outside agency, and a diagnosis of ADHD was generated in that report. Observations by school psychologists within the district confirmed the inattentive and hyperactive behaviors that were of concern in the classroom setting. Despite medication, Kyle still evidenced difficulty in concentrating and completing schoolwork.

Problem Identification Interview with Teacher

Kyle's classroom teacher, Mr. Smith, was interviewed to gather multilevel information. Mr. Smith indicated that Kyle is an outgoing student who gets along well with his peers. Areas in need of improvement include organization (losing materials), work completion, and off-task behaviors in class.

Mr. Smith completed the BASC-2 on Kyle's classroom behavior. Based on the provided responses, Kyle obtained scores in the clinically significant range (well above what is typically found for boys his age) in hyperactivity, conduct problems, and attention problems. He received scores in the at-risk range in the areas of aggression, learning problems, social skills, leadership, study skills, and functional communication. Kyle's scores on depression, somatization, atypicality, withdrawal, and adaptability were all within the average range.

Student Observation and Interview

Observation 1 Kyle was observed in the classroom on February 16 from 2:02 p.m. to 2:17 p.m. Kyle looked under his desk, got out of his seat, and then looked at other peer's work. He then stood up, looked around, walked over to the teacher to sharpen his pencil, and talked to the observer about her Mac computer. Kyle then went back to his desk and stayed engaged while being directed to the smartboard. He began rocking in his chair and stood while his peers were sitting, but he seemed to be attentive. Kyle then called out to Mr. Smith without raising his hand. An on-task analysis was done, and over the 15-minute observation period, Kyle completed his work and was on-task 83% of the time. Prior to the independent seatwork observation, however, Kyle took a considerable amount of time getting his book and other materials. This task took him significantly longer than his peers.

Kyle was observed during independent seatwork from 2:20 to 2:30. He stayed engaged while reading. In fact, he read significantly quicker than his peers, then got up to get a drink and walked the long way around the room. He asked Mr. Smith to go to the bathroom and was told that he had to give three facts before he could go (2:24). Kyle slowly went back to his desk. He came back to Mr. Smith and asked about a fact. He received assistance from his teacher. At this point, the majority of his peers had their worksheets completed, and he had nothing done (2:26). Kyle stood up by his desk and yelled to the teacher, "It doesn't say when she was born." He insisted that he had read it all, yet he could not find any of the basic information Mr. Smith asked of him. By 2:30, Kyle had one fact written down. After the observation period was over, Kyle asked to go to the restroom. When Mr. Smith reminded him of the three facts, he stated, "It doesn't matter if I don't finish. I completed my daily five." He then went to his desk and quickly wrote down three fast facts before going to the restroom.

Observation 2 Kyle was observed in the classroom on February 23 from 9:03 a.m. to 9:18 a.m. When he walked into the room, he took out his materials and placed them on his desk. He put his materials in his locker (9:04) but forgot to put his coat away. He then began talking with another student and started messing with his hair (9:05). Kyle then put his coat away. He put his chair at his desk (9:06). He continued talking to the other student and playing around. Other students who had arrived at the same time had moved on to turning in homework and other tasks. Kyle continued talking to students who were coming in the door because he is seated near the lockers (9:08). Kyle looked into another student's locker and talked to him (9:09). He sat at his desk and continued to talk to other students. At this point, Kyle had not turned in any work, and he said loudly, "Every day my pencil is gone" (9:10).

Kyle had not begun any homework at this point, even though the majority of his classmates had. He talked to the student next to him (9:11) and then took out his morning work. Kyle continued talking to the student next to him during announcements, and he was the last of the students to stand for the pledge of allegiance (9:15). After the pledge, Kyle moved his work off his desk and began talking with the student sitting next to him (9:16). He then started rocking in his chair (9:17). Kyle paid attention when Mr. Smith addressed the class, but once Mr. Smith stopped talking, Kyle bit his knee and looked around. Kyle did not have his planner out to show Mr. Smith (9:18). He had to move his clothespin on the class activity chart; once he moved his clothespin, he went to get a book to read (9:19). Kyle then headed back to his seat without a book to read (9:22). He continued talking to the student beside him (9:23) and began looking through his desk. During independent seatwork, Kyle was on task only 28% of the time.

Observation 3—BASC-2 Interview with Kyle Kyle was offered several breaks as he responded to the items on the behavior scale form. As he completed the scale, he commented on how assignments were difficult for him to finish due to the high number of problems (e.g., 30 math items) that had to be completed. When asked why he was unable to complete his homework, he said that he liked doing his work in private. He said that as a second grader he used to do his work by the teacher, and he liked that. When asked if he would like to do all of his work or just some of his work at the teacher's desk, he said he would like to do all of it at the teacher's desk.

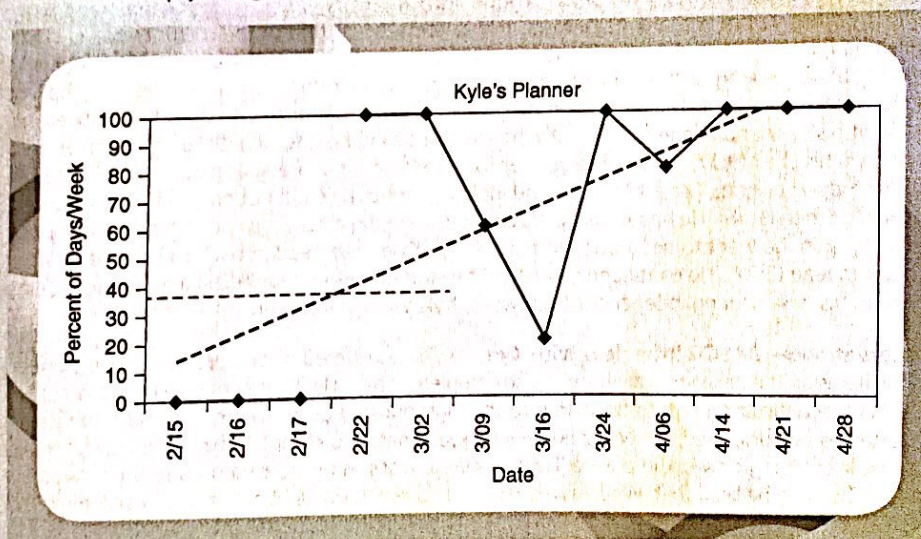
Kyle completed the BASC-2 self-report version. Kyle generated scores that fell in the at-risk range in the areas of attitude toward school and self-reliance. All other scores fell within the average range.

Description of the Current Intervention

To provide an effective intervention to aid in development of Kyle's organizational and attentive skills, a number of accommodations and interventions were put in place. Research indicates that students diagnosed with ADHD may benefit from choice-making interventions, where the individual has a role in determining options, or the sequencing of activities (DuPaul, Weyandt, & Janusis, 2011). Possible intervention alternatives were discussed, and Kyle was given a variety of choice-making opportunities throughout the intervention period.

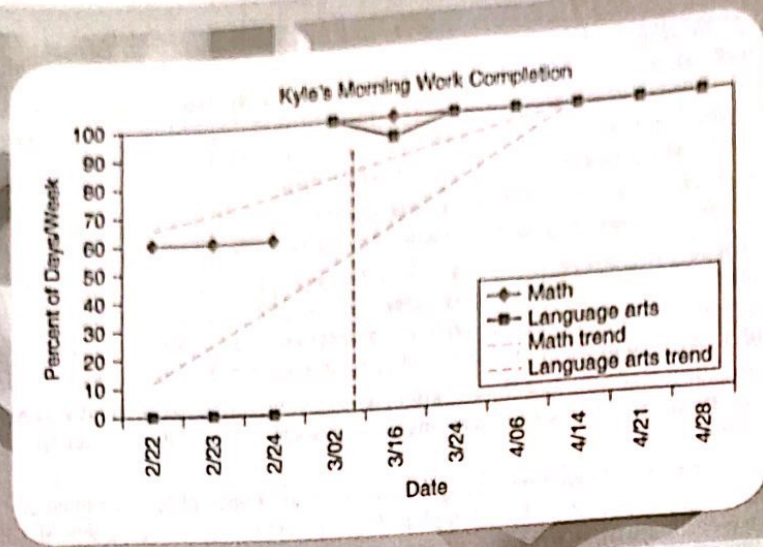
- A picture list, as a visual cue, was taped onto Kyle's desk to aid with his morning routine. In the initial interview with Kyle, he shared that he does much better with picture prompts than written or oral instruction. A laminated list showing his morning routine was constructed in hopes of helping him start each day with success. This is based on Sam Goldstein and Jack Naglieri's (2008) findings that a child's cognitive processing has implications for effective intervention.
- Kyle's seating placement was moved away from the lockers and to the front/middle of the classroom.
- Kyle was given a MotivAider that buzzes in 12-minute increments and serves as a reminder to get back on task if off task (How the MotivAider, 2011). The MotivAider produces a silent, pulsing vibration to consistently and automatically redirect his attention to the task at hand.
- Kyle cleaned out his desk and/or locker with the school psychologist twice a week to aid with his organization.
- Kyle participated in a self-management intervention that allowed him to monitor and evaluate his progress in particular areas (evaluation of morning work, having his planner signed). This approach directly addresses delay in response, which has been shown to be an underlying component of ADHD (DuPaul et al., 2011). Morning work was selected for monitoring with the hope that Kyle would experience success at the beginning of the day. The second, having his planner signed, required Kyle to remember to take home this material on a daily basis.
- Kyle also signed a behavior contract that allowed him to earn time in the motor room. The time allotted was contingent on good behavior. This system is a hybrid of a token and response cost system; behavior is either positively reinforced with time in the motor room or penalized with removal from the motor room (DuPaul et al., 2011).

To effectively monitor progress and responsiveness to the intervention provided, Kyle met with the school psychologist on a weekly basis to chart his progress (see Figures 8-5, 8-6, and 8-7).



Amanda Lotyler. Reprinted with permission.

FIGURE 8-5 Student Planning Progress



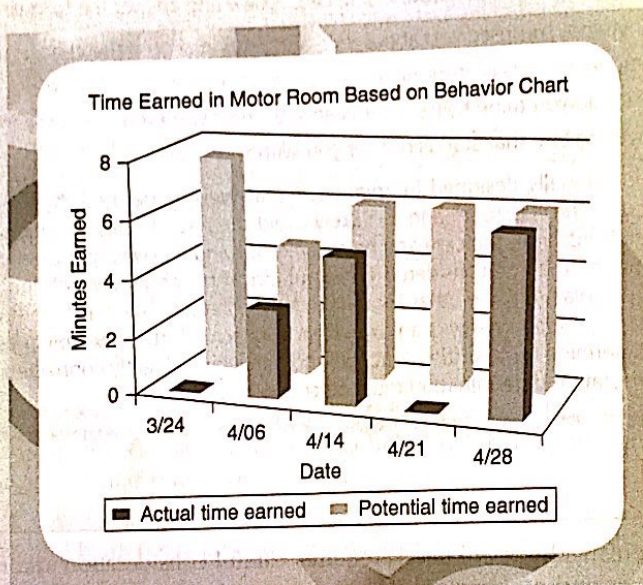
Amanda Lotzler. Reprinted with permission.

FIGURE 8-6 Student Morning Work Progress

As is evident from these figures, the interventions that were put in place turned out to be highly effective in addressing Kyle's work completion and general organization in the classroom.

Summary and Recommendations

A 9-week intervention was implemented to assist Kyle with behavioral concerns related to organization and attention. The intervention included preferential seating, visual cues, self-monitoring behaviors, and a reward system contingent on appropriate behavior. Comparing data prior to the intervention with results during and after the implementation showed the collective interventions were overall quite effective in generating positive effects. Based on the



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FIGURE 8-7 Student Behavioral Progress

information collected during this intervention, the following recommendations were offered to Kyle's parents and teachers:

1. Due to Kyle's tendency for distraction and difficulties with attentiveness, continuation of preferential seating would be beneficial for him. He works much better in an area without distractions (seated at the front, with back toward peers), away from distracting stimuli (e.g., noisy air conditioners, door, flow of classmates).
2. Kyle may also benefit from having positive peer models seated around him. Peer tutoring and collaborative learning strategies with these peers may prove beneficial.
3. Kyle was very responsive to self-monitoring. He seemed to take pride in his performance, and his focus and desired outcomes increased. He was particularly motivated if a reward was contingent upon the goal. Establishing a system for him to continue tracking his progress (e.g., work completion, behavior) will certainly help with future success.
4. Kyle responds well to visual cues. Pairing pictures with written instruction was beneficial for him. Providing visual supports for instruction, such as checklists of to-do items, would be helpful.
5. Due to Kyle's struggle with remaining on task for long periods of time, dividing big assignments into smaller ones and allowing him frequent breaks would be beneficial. Checking for understanding by asking him (or classmates) to repeat instructions may also be helpful.
6. Continued recognition and praise for positive behaviors was beneficial for Kyle. Acknowledging behavior out loud and explicitly stating what was done helps to build Kyle's efficacy and enjoyment of school-related activities.
7. The final recommendation is for the school team to reconvene to consider the results of this intervention as indicated in this summary in order to best support his progress in the next academic year.

This case highlights many of the essential elements and issues connected to effective behavioral assessments. Multiple sources of evidence (records, observations, interview, behavior scales) were considered and reviewed. From that process, a potentially effective and comprehensive intervention approach was generated and implemented. The teacher completed progress monitoring of the intervention(s) over time to evaluate effectiveness. Appropriate follow through and connection were made so that continued progress would be demonstrated as Kyle moves on to the fourth grade. As you reflect on this case and how it unfolded, review and answer the following questions:

- What, if anything, surprised you about Kyle and his behavior in the classroom?
- What additional sources of information would you have examined and/or sought out?
- How satisfied do you think Kyle's parents and teachers were regarding the intervention?
- Is there anything else that stands out for you with this case?

With the individually designed interventions that were generated, Kyle will hopefully experience success in the classroom and will likely avoid the need for any additional help. Suppose, however, that this is not the case and he qualifies for and receives special services. If Kyle's problems continue, he may be considered for expulsion from school for fighting, threatening another student, or violating some other student code of conduct. When a student who receives special services is suspended or serves an expulsion from school, the law stipulates that school personnel must determine if the student's action and behavior is directly connected to his or her disability; a manifestation determination must be conducted.

MANIFESTATION DETERMINATION

Disciplining students with special needs requires careful consideration and review due to the legal obligations and requirements for ensuring and safeguarding their right to a free appropriate public education. In accordance with federal legislation, students with special

needs are treated differently from their peers without special needs when disciplinary removal (e.g., long-term suspension, permanent removal from school) is considered because the removal constitutes a change of placement for the student (Lee, 2005). As reported by Robert Kubick,

A change in placement occurs whenever a student with a disability is removed for more than 10 consecutive days, or is subjected to a series of removals that appear as a pattern because they accumulate to more than 10 school days in a school year. The length of a removal, the total time of removal, and the proximity of removals to each other may all affect whether a disciplinary action is, upon review, determined to be a change of placement. (2008, p. 828)

Given the complexity that surrounds disciplinary cases for students with special needs, the manifestation determination followed by the school team (e.g., parents, school representatives, IEP team members) needs to reflect a careful and methodic process that addresses key questions such as the following:

- Does the reported problem have a direct relationship or causal connection to the student's disability?
- Does the student's disability interfere with his or her understanding of the consequences of the misconduct?
- Does the student's disability interfere with his or her ability to control his or her actions?
- Has the child's IEP been properly followed and implemented?

Evidence is then collected that is used to indicate whether the demonstrated behavior was a manifestation of the student's identified disability or not. If the behavior was connected to the student's disability, then an appropriate BIP needs to be developed or the current BIP needs to be modified to address the behavior of concern. The student will remain in his or her current placement unless the IEP team and the student's parents decide otherwise. On the other hand, if the misconduct was not directly connected with the student's disability and provided services, then the student is subject to the same disciplinary procedures that would be followed for students without disabilities.

SPECIAL EDUCATION QUALIFICATIONS FOR BEHAVIOR-RELATED PROBLEMS

Within the behavioral domain, students qualify for special services (review Chapter 5) based on the stipulated criteria for the categories of emotional disturbance or other health impairment (e.g., ADHD). According to IDEIA guidelines, emotional disturbance means one or more significant problems are demonstrated over a long period of time (e.g., generally over a period of several months) to a severe degree, and the problems must directly affect the student's educational performance. In addition, a student must demonstrate one or more of the following characteristics:

- Has learning problems that are not caused by intellectual, sensory, or health-related conditions
- Has difficulty making or maintaining appropriate interpersonal relationships with others
- Experiences feelings and/or demonstrates behaviors that are recognized as inappropriate for a particular setting or situation
- Exhibits a consistent state of unhappiness or depression or demonstrates physical symptoms and fears connected to personal or school-related problems

This disability category can also include students with psychotic conditions (e.g., schizophrenia). In addition, students with social maladjustment (i.e., who are in control of

their decisions and voluntarily choose to act against others) are not identified under this category unless they have emotional disturbances. Students with social maladjustment are able to control their behavior and possess volitional control; they seek to harm others either for personal gain or satisfaction. In Figure 8-8, the behavioral differences between emotional disturbance and social maladjustment are examined.

Behavior Area	Emotional Disturbance	Social Maladjustment
School behavior	Unable to comply with teacher requests; needy or has difficulty asking for help	Unwilling to comply with teacher requests; truancy; rejects help
Attitude toward school	School is a source of confusion or angst; does much better with structure	Dislikes school, except as a social outlet; rebels against rules and structure
School attendance	Misses school due to emotional or psychosomatic issues	Misses school due to choice
Educational performance	Uneven achievement; impaired by anxiety, depression, or emotions	Achievement influenced by truancy, negative attitude toward school, avoidance
Peer relations and friendships	Difficulty making friends; ignored or rejected	Accepted by a same delinquent or sociocultural subgroup
Perceptions of peers	Perceived as bizarre or odd; often ridiculed	Perceived as cool, tough, charismatic
Social skills	Poorly developed; immature; difficulty reading social cues; difficulty entering groups	Well developed; well attuned to social cues
Interpersonal relations	Inability to establish or maintain relationships; withdrawn; social anxiety	Many relations within select peer group; manipulative; lack of honesty in relationships
Interpersonal dynamics	Poor self-concept; overly dependent; anxious; fearful; mood swings; distorts reality	Inflated self-concept; independent; underdeveloped conscience; blames others; excessive bravado
Locus of disorder	Affective disorder; internalizing	Conduct disorder; externalizing
Aggression	Hurts self and others as an end	Hurts others as a means to an end
Anxiety	Tense; fearful	Appears relaxed; "cool"
Affective reactions	Disproportionate reactions, but not under student's control	Intentional with features of anger and rage; explosive
Conscience	Remorseful; self-critical; overly serious	Little remorse; blaming; nonempathetic
Sense of reality	Fantasy; naïve; gullible; thought disorders	"Streetwise"; manipulates facts and rules for own benefit
Developmental appropriateness	Immature; regressive	Age appropriate or above
Risk taking	Avoids risks; resists making choices	Risk taker; daredevil
Substance abuse	Less likely; may use individually	More likely; peer involvement

FIGURE 8-8 Emotional Disturbance Behavior Markers Versus Socially Maladjustment Behavior Markers

Adapted from *Social Maladjustment: A Guide to Differential Diagnosis and Educational Options* (Wayne County Regional Educational Service Agency—Michigan, 2004).

One of the most well-recognized behavior-related conditions identified under the other health impairment category is ADHD, which is characterized by levels of inattention and/or hyperactivity-impulsivity levels that far exceed what is typically demonstrated or expected with same-age peers. Students who are identified as having ADHD unfortunately may also demonstrate academic difficulty in the classroom (Barkley, 2006; DuPaul & Stoner, 2003).

CHAPTER REFLECTION

As mentioned in the beginning of this chapter, behavior matters. Academic proficiency is the key to school success, but essential behavior skills and effective interpersonal interaction are also part of any success package. As educators, we must recognize that teaching and practicing behavior skills is just as basic and as required as teaching academic content. This curricular message must be understood and shared by all of the important players in a student's educational career.

Behavioral instruction starts with the core curriculum (Tier 1) so that students get opportunities to understand, practice, and master behavioral control and work collaboratively and cooperatively with others. More specific and individualized behavioral support may be needed for some students, especially for those who already demonstrate academic and behavioral difficulties. How can behavioral learning and assessment be embedded within daily instruction? As a future special education teacher, you need to think about this and start forming a framework that will facilitate student behavioral progress, both within the classroom and outside of it.

CONCLUSION

Behavioral assessment and intervention at all tiered levels are as instrumental and necessary as academic assessment and intervention. The importance of gathering student evidence through the methods of observation, questioning and interviewing, and behavior rating scales and using that information to identify and assist in the remediation of behavior problems and issues cannot be overstated. These behavioral assessment methods provide invaluable information in the documentation of student behavioral issues and also serve as potential measures in the documentation of behavioral progress. Effective intervention plans may include formal

procedures (e.g., FBAs) to more fully examine and understand a student's behavior.

The intent of RtI models is for most behavioral needs and issues to be addressed without a formal diagnosis or qualification for special education services. Some students, however, will need special services during their educational careers. For those students, applied behavior analysis and management principles should be the intervention core of the services that are provided. A fundamental process is emphasized throughout this chapter; through the RtI model, all children should receive what they need at the level they need it.



PROGRESS CHECK

Review and answer the following questions; these queries are designed to help provide a self-check of the material and concepts that have been covered in the chapter.

1. Imagine that you are going to be observing a student in your classroom during an independent reading activity. What set of procedures (e.g., specific observation format/type, other evidence-collection methods) would be useful and effective in detailing the student's actions,

the potential behavioral components, and the specific relationships that are demonstrated during this observation? How many recordings will be necessary? Will your classroom be the only setting? Why or why not? How would you integrate the findings from these measures into the overall behavioral assessment of that student?

2. As a future special education teacher, examine your knowledge of and confidence in using the A-B-C

model to examine and review behaviors in the classroom. What do you need (e.g., experience, training, resources) at this time to help you better understand and more fully integrate this approach into your ongoing professional skills development?

3. Behavioral assessment is one of the primary factors in helping to identify a potentially effective intervention plan for a student. In essence, you need to find out what is going on relative to an identified behavior,

determine what is needed to change or modify that behavior, and then provide that needed knowledge and/or provide the learner with the necessary knowledge and/or skill to address the identified issue. If possible, in small groups discuss the process of matching and aligning interventions with the identified behavioral needs or issues of students. How do you determine which intervention(s) are most effective and have the greatest potential for working given the existing conditions?

RESOURCES

Intervention Central at www.interventioncentral.org is a free professional resource center that provides useful research, interventions and programs that are directed at developing and sustaining appropriate student behavior in the classroom setting. On the main site page, a behavior interventions button is available that provides a variety of potential solutions to issues ranging from motivation and rewards to bully prevention. This is truly a wonderful resource for all educators.

The Project IDEAL (Informing and Designing Education for All Learners) website (www.projectidealonline.org) is part of a program designed to help better prepare teachers. It is supported by the Texas Council for Developmental Disabilities. On the main site page, a variety of modules are available, including managing student behavior, videos, activities, and case studies. This is a convenient and useful website for teachers in training as well as current practitioners in the field.

The National Association of School Psychologists website at www.nasponline.org/advocacy/pbs_resources.aspx provides a list of useful articles, book chapters, books, handouts, and additional websites focused on PBS and its implementation in the classroom.

The Class Dojo website (www.classdojo.com) is a free and easy real-time class management system that can be implemented within any classroom setting. This program allows teachers to award and record points, achievements, and rewards during class using a smartphone, tablet, or computer. Student avatars can be generated, along with documentation of classroom behaviors. Personalized messages can also be sent home to parents. Teachers like the functionality of the program, and students love their avatars and being recognized for good behavior in class.