

Behavioral Assessment and Reinforcement System Requirements for Student Teaching

Objective

The student teacher will demonstrate competence in classroom management, behavioral assessment and reinforcement procedures.

Directions

The student teacher will:

- Complete this assignment and submit it to their supervisor/district coach.
- Upload the completed form and artifact(s) to Canvas by the date specified in the Triad conference.
- Schedule a conference with the supervisor/district coach to review the assessment and reinforcement system. It is expected that the student teacher will be able to describe their experience with their supervisor/district coach through either a live conference or video conference.
- Share artifacts with the supervisor/district coach and discuss the effectiveness and/or changes needed during the scheduled conference.

Assignment Requirements

Note: The expectation in student teaching is to continually manage behavior. This assignment is a snapshot of one experience that demonstrates your thought process and ability to reflect on behavior assessment and reinforcement.

Part 1: Class Rules and Procedures

1. Identify and list the classroom rules. If your teacher has established rules, please list those. Student will write them if not previously stated.
2. Operationally define rules listed above.
3. List a continuum of consequences that will be implemented in response to appropriate and inappropriate behaviors. Provide a brief explanation/description of each consequence.
4. Identify one procedure (e.g., arrival, lining up, circle time, transitions, independent work). Operationally define the procedure, and in 3-4 sentences describe how you will teach students that procedure.

Part 2: Reinforcement System

1. Describe a reinforcement system that you will implement. Select **one** of the two options below. Include all requirements in your description.
Class-wide or small-group reinforcement system. Identify and describe a class-wide or small-group reinforcement system that will be in place for all the students in your classroom or group. Include (a) the specific type of reinforcement system (e.g., token economy, specific type of group contingency), (b) how you will identify potential reinforcers to use (e.g., preference assessment), (c) what types of

reinforcers will be delivered (e.g., tokens, preferred activities; if token economy, also include backup reinforcer), (d) how (by what means) and when (at what specific times) will the reinforcers be delivered, and e) a fidelity checklist of intervention components. Provide at least one citation for a textbook, article, or other reputable resource you referenced when developing your system.

-OR- (you do not have to do both)

Individualized reinforcement system. Describe an individualized reinforcement system for one student who engages in high levels of problem behavior. Include (a) operational definition of problem behavior, (b) indirect assessment (e.g., interview), (c) direct assessment (e.g., ABC data collection, scatterplot), (d) the hypothesized maintaining consequences (i.e., function of the problem behavior), (e) a function-matched replacement behavior, (f) intervention strategies for preventing problem behavior, teaching replacement behavior and other desired skills, and responding to problem behavior, and (g) a fidelity checklist of intervention components. Provide at least one citation for a textbook, article, or other reputable resource you referenced when developing your system.

Once the student teacher has chosen a reinforcement system, they must receive approval from their university supervisor or district coach before implementation. Student teacher must be prepared to describe to the supervisor/coach the justification/rationale for their intervention based on their assessment. Supervisor/coach may require a different intervention if the proposed intervention is not addressing the most important needs of the classroom.

2. Implement the reinforcement system.
3. Record and graph data to evaluate effectiveness (for one target student). Your data record should include 1) the operational definition of the problem or target behavior, 2) measurement procedure, 3) dates data collected, 4) baseline data prior to intervention/system implementation, and 5) intervention phase data collected during intervention/system implementation. Your graph must include a title, axes labels, phase change line(s), and a key (if applicable). Use additional phase change lines to indicate any adjustments you make to the reinforcement system (if adjustments are needed based on student data).
4. Record your fidelity data in a table (this relates to item e for a class-wide or group reinforcement system or item g for an individualized reinforcement system above). Your fidelity checklist should include readily identifiable items that help you know whether you implemented your reinforcement system as intended (e.g., reminded students of classroom rules (yes/no), followed through with providing promised reinforcer if student(s) met goal (yes/no), etc.). You can also think of your fidelity checklist as a task analysis of how you will implement your reinforcement system on a consistent basis. Collect fidelity checklist data for a minimum of 25% of the days you implement the reinforcement system. Calculate the fidelity data as a percentage (number of steps implemented correctly out of the total number of steps). Provide the fidelity data in a table, which includes the date you collected

fidelity data and the percentage of components you implemented. An example (abbreviated) table is provided below:

Date Fidelity Assessed	% Steps Correctly Implemented	Notes (<i>optional – could include what steps missed, challenges, etc.</i>)
9/16	100%	
9/18	90%	Forgot to remind students of the rules
9/20	100%	
Overall (average)	96.67%	

5. Reflect on the effectiveness and fidelity of implementation of the system, based on your data record and graph. Describe whether the reinforcement system was effective, and the degree to which you implemented the system with fidelity. Discuss what went well and recommendations for improvement in future reinforcement systems. Consider which of your skills in implementing the reinforcement system came easily and which skills you want to continue to work on.

This assignment addresses:

- Items 1-7 and 21-28 on the midterm and final evaluation.
- Utah General Teacher Preparation Competency Learners & Learning: Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.
- Utah General Teacher Preparation Competency Classroom Climate: Effective teachers exhibit the knowledge, skills, and dispositions that enable them to create appropriate physical, social, and emotional environments to support learning.
- Council for Exceptional Children Initial Preparation Standard 2: Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- Council for Exceptional Children Initial Preparation Standard 4: Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.