Mapping the Curriculum

Quality Indicators in Positive Behavioral Intervention and Supports

Initiative 23C of the Higher Education Support Center for SystemsChange

The Quality Indicators (QIs) Addressed in This Package Are:

**Behavior Management • Evidence-Based Small Group Intervention Strategies for Behaviorally At-Risk Students • Developing Intensive Individualized Behavioral Interventions: FBAs • Developing Effective Behavior Intervention Plans**

**Participating Institution:**

**Name of Mapped Program:**

| **QI: Behavior Management** |
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| **Component: Classroom Management: NYS Teacher Standards: IV.1, IV.2, IV.3, IV.4, IV.5** |
| **Criterion**1. Effective classroom management strategies are used in all classrooms
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| **Driving Question**How does your program prepare teacher candidates to relate classroom behavioral support systems to the school-wide behavioral support system? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Evidence-Based Small Group Intervention Strategies for Behaviorally At-Risk Students** |
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| **Component: Family/School Connection, Relationship Building, Social Skills Instruction Selected and Provided, Academic Support: NYS Teacher Standards: I.1, I.4, I.5, V.5, VI.2, VI.3, VII.2** |
| **Criteria**1. There are systems in place to maintain and strengthen the family/school connection
2. Activities are in place that are designed to connect at-risk students to all parts of the school and community
3. A research-supported social skills curriculum is taught to targeted students
4. Additional academic supports are provided to behaviorally at-risk students
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| **Driving Question**How does your program prepare teacher candidates to use effective, evidence-based, targeted small group interventions for behaviorally at-risk students? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Developing Intensive Individualized Behavioral Interventions: FBAs** |
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| **Component: FBA Team Composition & Assessment Process, Baseline Is Established, Contextual Factors: Factors Influencing Behavior, Hypothesis Development: NYS Teacher Standards: I.1, I.3, I.4, I.5, V.5, VI.2, VI.3** |
| **Criteria**1. FBAs are comprehensive and incorporate information from multiple individuals and sources
2. The FBA includes baseline data
3. Factors that maintain the problem behavior are identified
4. The function of the behavior is identified
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| **Driving Questions**How does your program prepare teacher candidates to work on teams to identify the problem behavior(s) of students with chronic difficulties in concrete, measurable terms? How does your program prepare teacher candidates to determine why the student engages in problem behaviors that impede learning and how the environment is related to the behavior(s)? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Developing Effective Behavior Intervention Plans** |
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| **Component: Behavior Intervention Plan, Replacement Behaviors, Consequences, Plan for Teaching Replacement Behavior, Supports to Facilitate Success, Monitoring and Evaluation of Plan: NYS Teacher Standards: I.1, III.3, III.6, IV.3,**  **IV.4, V.4, V.6, VI.4** |
| **Criteria**1. Comprehensive BIPs are developed based on the FBAs, and are implemented with fidelity
2. Behaviors are identified and taught that are intended to replace the problem behavior
3. The consequences of the behavior are managed in order to decrease problem behavior and increase expected behavior
4. Replacement behaviors are explicitly taught
5. Proactive strategies are used and modifications are made to the plan as needed
6. Data are collected and analyzed on an on-going basis to monitor the implementation and assess the effectiveness of the BIP
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| **Driving Question**How does your program prepare teacher candidates to work on teams and develop intervention plans that are measurable, that identify and teach replacement behaviors, and include supports and proactive strategies to prevent problem behavior from occurring? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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The QIs and the Curriculum: Self-Analysis

1. How do you and your institution intend to use the information and knowledge you acquire from mapping the PBIS QIs?
2. Overall, how well do you think your teacher preparation program addresses the PBIS QIs?
3. Of the number of course-related elements you listed in the mapping, which would you point to as the most effective in helping teacher candidates learn the knowledge, skills, and dispositions reflected in the PBIS QIs?
4. Regarding the knowledge, skills, and dispositions reflected in the PBIS QIs, do you monitor teacher candidates’ development over the span of the program? Please explain.
5. Are the knowledge, skills, and dispositions reflected in the QIs included in final evaluations of teacher candidates’ performances? How is this captured?
6. Regarding field experiences and student teaching: How well do you think your teacher candidates learn about and practice the knowledge, skills, and dispositions reflected in these QIs?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
1. In a paragraph or two, provide an anecdotal example of a teacher candidate whom you judge fully achieved the learning outcomes of your program reflected in these QIs.