

**REDLINE VERSION**

DRAFT # 1 – 9.24.12

DRAFT # 2 – 2.28.13—Includes 2012 CEC Standards and BI Indicators (Draft)

DRAFT # 3 – 7.15.13

DRAFT # 4 – 8.23.13 – NCTE Exec Comm

DRAFT #5 – 10.11.13 – NCTE Council Meeting

Special Education – Behavior Intervention Specialist Behaviorally Disordered  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board)

006.59 Special Education – Behavior Intervention Specialist Behaviorally Disordered

006.59A Grade Levels: Birth through Grade PK-12, PK-6, 7-12, PK-9

006.59B Endorsement Type: Supplemental Subject

006.59C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12, individuals with behavioral disorders at the grade level (PreK-12; PreK-6; 7-12; or PreK-9) of their endorsement, and consult with teachers, parents, students, and others.

006.59D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 30 graduate semester hours in behavior intervention strategies and closely related topics. In addition, the candidate shall have previously obtained the Special Education endorsement. with specific emphasis on individuals with behavior disorders.

006.59D1 ~~Teaching Experience: Applicants for this endorsement shall have one year of teaching experience.~~

006.59D2 ~~Additional Requirement: This program shall provide applicants with supervised practicum/clinical experiences. The experience shall consist of a minimum of 250 clock hours with individuals with behavioral disorders. The 250 clock hours may be included in the 30 graduate semester hours.~~

If a candidate does not hold a Special Education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

006.59E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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**THE FOLLOWING ARE RECOMMENDED GUIDELINES  
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide ~~should prepare prospective teachers to:~~ candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on The Council for Exceptional Children (CEC), Advanced Preparation Standards for Special Education Teachers (2013), and CEC Special Education Behavior Intervention Specialty Set (2013).

**Advanced Standard 1: Assessment.**

Special Education Behavior Intervention Specialists use valid and reliable assessment practices to minimize bias.

Element 1.1 Special education behavior intervention specialists minimize bias in assessment.

Element 1.2 Special education behavior intervention specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to: (All Common Core Indicators are assumed.)

(SEBIS1 S1) Communicate the assessment of individual's performance and evaluation of behavior intervention plans.

(SEBIS1 S2) Use strategies for monitoring the fidelity of implementation of behavior intervention plans.

(SEBIS1 S3) Behavior intervention specialists evaluate the social validity of interventions across all stakeholders and settings.

**Advanced Standard 2: Curricular Content Knowledge.**

Special Education Behavior Intervention Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special education behavior intervention specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities.

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Element 2.2 Special education behavior intervention specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special education behavior intervention specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

*(No additional SEBIS indicators for Advanced Standard 2)*

**Advanced Standard 3: Programs, Services, and Outcomes.**

Special Education Behavior Intervention Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special education behavior intervention specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special education behavior intervention specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special education behavior intervention specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special education behavior intervention specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special education behavior intervention specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

(SEBIS3 K1) Concepts and principles of behavior support and programming.

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- (SEBIS3 K2) Relationship of academic competence and social-emotional and behavior competence.
- (SEBIS3 K3) Relationship among communication, cognitive functioning, and behavior competence.
- (SEBIS3 K4) Interrelationship of co-occurring diagnoses and the impact on behavior intervention planning.
- (SEBIS3 S1) Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.
- (SEBIS3 S2) Facilitate and conduct comprehensive functional behavior assessments.
- (SEBIS3 S3) Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.
- (SEBIS3 S4) Monitor, evaluate, and revise behavior intervention plans based upon a range of data.
- (SEBIS3 S5) Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans.

**Advanced Standard 4. Research and Inquiry.**

Special Education Behavior Intervention Specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special education behavior intervention specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Special education behavior intervention specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special education behavior intervention specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

(SEBIS4 K1) Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families.

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(SEBIS4 K2) Evidence-based promising practices and program models that address social emotional competence.

(SEBIS4 S1) Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices.

(SEBIS4 S2) Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behavior and increase appropriate behavior.

**Advanced Standard 5. Leadership and Policy.**

Special Education Behavior Intervention Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special education behavior intervention specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

Element 5.2 Special education behavior intervention specialists support and use linguistically and culturally responsive practices.

Element 5.3 Special education behavior intervention specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.

Element 5.4 Special education behavior intervention specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.

Element 5.5 Special education behavior intervention specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

(SEBIS5 K1) Characteristics and behavior support needs of individuals with challenging behavior.

(SEBIS5 K2) Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges.

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- (SEBIS5 K3) Relationship of challenging behavior patterns and access to behavior supports.
- (SEBIS5 S1) Promote use of a continuum of services and placement options to meet the needs of individuals with behavior challenges.
- (SEBIS5 S2) Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.
- (SEBIS5 S3) Act as a systems change agent to improve social-emotional outcomes for individuals with challenging behavior.
- (SEBIS5 S4) Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns.

**Standard 6. Professional and Ethical Practice.**

Special Education Behavior Intervention Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education behavior intervention specialist leadership.

Element 6.2 Special education behavior intervention specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.

Element 6.3 Special education behavior intervention specialists model and promote respect for all individuals and facilitate ethical professional practice.

Element 6.4 Special education behavior intervention specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Element 6.5 Special education behavior intervention specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

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Element 6.6 Special education behavior intervention specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Element 6.7 Special education behavior intervention specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

(SEBIS6 K1) Ethical and moral implications of intrusive and aversive interventions.

(SEBIS6 K2) Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.

(SEBIS6 S1) Advocate for ethical interventions for individuals with challenging behavior.

(SEBIS6 S2) Use consultation, including performance feedback and fidelity of implementation data, for decision-making.

**Standard 7. Collaboration.**

Special Education Behavior Intervention Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

Element 7.1 Special education behavior intervention specialists use culturally responsive practices to enhance collaboration.

Element 7.2 Special education behavior intervention specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.

Element 7.3 Special education behavior intervention specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

(SEBIS7 K1) Strategies for promoting integrated systems of care and self-determination that include the individuals with challenging behaviors, family and community agencies.

(SEBIS7 S1) Organize and facilitate collaborative behavior intervention decision-making.

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**Behavior Intervention “Specialty Area” Work Group:**

Reece Peterson, UN-L

[rpeterson1@unl.edu](mailto:rpeterson1@unl.edu)

Matt McNiff, ESU 5

[mmcniff@esu5.org](mailto:mmcniff@esu5.org)

Annette Wragge, ASD

[awragge2@unl.edu](mailto:awragge2@unl.edu)

Phil Nordness, UNO

[pnordness@unomaha.edu](mailto:pnordness@unomaha.edu)

Stuart Clark, ESU 1

[sclark@esu1.org](mailto:sclark@esu1.org) (Past President of NASES)

**Report of the “Behavior” Work Group for “Specialty” Standards**

We met the late morning and afternoon of Friday, September 14, 2012 in Lincoln.

Participants were: Annette Wragge, ASD Network; Philip Nordness, UNO; Matt McNiff, ESU 5; Stuart Clark, ESU 1; and Reece Peterson, UNL.

We were unanimous in our agreement that this endorsement would require a special education “generalist” teaching certificate or equivalent.

We looked at the CEC standards for teachers of students with Emotional and Behavioral Disorders, and the standards for teachers of students with Developmental Disabilities/Autism.

We chose indicators from both of those two sets which appeared to be most pertinent to this specialty area. The indicators which are organized under the 10 CEC standards are listed along with their original indicator number. (Update: CEC adopted new standards in November, 2012, which are now included in the proposed endorsement.)

Although there was some confusion in our group, and I do not think that we all understood how this would work, I believe we felt that this specialist would be able through consultation to serve students Preschool through grade 12 regarding behavior even though their generalist teacher certification might be less than that. The model proposed was similar to the ELL endorsement which does this. However we would expect that if a person with this endorsement were to take a role as a teacher providing direct daily instruction to students that it would be within their generalist endorsement grade level. Since we did not fully understand this I cannot say that there was consensus. (Note: This is correct. If the teacher were to take a position requiring direct daily instruction to students, the Special Education (“Generalist”) endorsement would be used. The Behavior Intervention Specialist is a supplemental endorsement and is an addition to the Special Education endorsement. It would give the teacher additional knowledge and skills to

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serve in a consultation role or provide services to children who are identified as having particular behavior needs.)

We also discussed the title of this specialty area, and there was unanimous consensus that it should be: “Behavior Intervention Specialist”

Note: Although we did not have a copy and did not discuss this, it should be noted that CEC has developed a draft of a set of preparation standards for a “Behavior Interventionist”. I am not aware of the current status of these standards, but as soon as I can obtain a copy, I will forward that to NDE and the work group. (Update: This was done and the new CEC Standards [2012] and Behavior Indicators Specialty Set [Draft, 2013] are now included in proposed endorsement guidelines.)

Respectfully submitted,  
Reece L. Peterson  
September 19, 2012

8.23.13: NCTE Executive Committee expanded the scope of this endorsement due to concern of school administrators and need for Behavior Intervention Specialists in schools. Those without a Special Education endorsement will be required to take an additional 12 semester hours of special education coursework to complete the endorsement.

**AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist**

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

**JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK**

<b>AD HOC COMMITTEE MEMBERSHIP CRITERIA</b>	<b>AD HOC COMMITTEE NOMINEES</b>
Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Mary Schlieder, Norris Public Schools (D1) <a href="mailto:mary.schlieder@nsdtitans.org">mary.schlieder@nsdtitans.org</a> Can't atte nd 2. Molly Elge, Grand Island Public Schools (D6) <a href="mailto:melge@gips.org">melge@gips.org</a> 3. Donna Moss, Hastings Public Schools (D5) <a href="mailto:dross@esu9.org">dross@esu9.org</a>
Faculty members from a college or department of	1. Dawn Mollenkopf, UNK (D6)

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education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	<a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Becky Schnabel, UNO (D8)/Certification Official <a href="mailto:bschnabel@unomaha.edu">bschnabel@unomaha.edu</a>
Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) <a href="mailto:kswain@unomaha.edu">kswain@unomaha.edu</a> 2. Sue Kemp, UN-L (D1) <a href="mailto:skemp2@unl.edu">skemp2@unl.edu</a>
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. <u>Dr. John Skretta, Norris Public</u> <a href="mailto:john.skretta@nsdtitans.org">john.skretta@nsdtitans.org</a> 2. Peggy Romshek, Mitchell Public Schools (D7) <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>
Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) <a href="mailto:Doreen.Jankovich@ops.org">Doreen.Jankovich@ops.org</a> <a href="mailto:doreen.jankovich@gmail.com">doreen.jankovich@gmail.com</a>
A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.	1. Carol McClain, Special Education (D1) <a href="mailto:carol.mcClain@nebraska.gov">carol.mcClain@nebraska.gov</a> 2. Teresa Coonts, B/VI (D4) <a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a> 3. Rhonda Fleischer, ESU #9 (DHH) (D6) <a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a>
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Stuart Clark, ESU #1 (NASSES) (D3) <a href="mailto:sclark@esu1.org">sclark@esu1.org</a> 2. Jay Sears, NSEA (D1) <a href="mailto:jsears@nsea.org">jsears@nsea.org</a>
Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.	1. <del>Teacher—Bev White, LPS (D1)</del> <a href="mailto:whiteb@lps.org">whiteb@lps.org</a> <del>Can't att end</del> 2. Higher Ed—Greg Zost, Peru State (D5) <a href="mailto:GZost@peru.edu">GZost@peru.edu</a>
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a> Pat Madsen, NDE <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a> Kevin Peters, NDE <a href="mailto:kevin.peters@nebraska.gov">kevin.peters@nebraska.gov</a>