New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **SPED – BEHAVIOR INTERVENTION SPECIALIST** Grade Levels: **Birth-Grade 12 PK-6 7-12**

Total Hours Required by Rule 24: **18 or 30 Program Hours Required by Institution:** Endorsement Type: **SUPPLEMENTAL**

| **Place an X in the box corresponding to the course that meets the following requirements:** | | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **D Certification Endorsement Requirements:** This endorsement requires a minimum of **18 graduate semester hours** in behavior intervention strategies and closely related topics. In addition, the candidate shall have previously obtained a special education endorsement. | **EXAMPLE: CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D1 If a candidate does not hold a special education endorsement, a minimum of 12 additional semester hours in special education coursework is required. | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Use valid and reliable assessment practices to minimize bias. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Minimize bias in assessment. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement assessments to evaluate the effectiveness of practices and programs. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Communicate the assessment of individual’s performance and evaluation of behavior intervention plans.     2. Use strategies for monitoring the fidelity of implementation of behavior intervention plans.     3. Behavior intervention specialists evaluate the social validity of interventions across all stakeholders and settings. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curricular Content Knowledge Use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Align educational standards to provide access to challenging curriculum to meet the needs of individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Programs, Services, and Outcomes Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Concepts and principles of behavior support and programming.     2. Relationship of academic competence and social-emotional and behavior competence.     3. Relationship among communication, cognitive functioning, and behavior competence.     4. Interrelationship of co-occurring diagnoses and the impact on behavior intervention planning.     5. Facilitate and conduct comprehensive person-centered planning that incorporates participation in school, home, community, and vocational activities.     6. Facilitate and conduct comprehensive functional behavior assessments.     7. Use assessment information to identify and incorporate function-based techniques into behavior intervention plans.     8. Monitor, evaluate, and revise behavior intervention plans based upon a range of data.     9. Integrate behavioral, educational, medical, mental health, related services, and personal goals into comprehensive behavior intervention plans. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Research and Inquiry Conduct, evaluate, and use inquiry to guide professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Evaluate research and inquiry to identify effective practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use knowledge of the professional literature to improve practices with individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families.     2. Evidence-based promising practices and program models that address social emotional competence.     3. Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices.     4. Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behavior and increase appropriate behavior. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leadership and Policy 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Support and use linguistically and culturally responsive practices. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Characteristics and behavior support needs of individuals with challenging behavior.     2. Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges.     3. Relationship of challenging behavior patterns and access to behavior supports.     4. Promote use of a continuum of services and placement options to meet the needs of individuals with behavior challenges.     5. Advocate for educational policy that addresses seclusion, restraints, and other disciplinary practices consistent with the evidence base.     6. Act as a systems change agent to improve social-emotional outcomes for individuals with challenging behavior.     7. Identify, compare, and implement evidence-based practices to support students with challenging behavior patterns. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional and Ethical Practice 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education behavior intervention specialist leadership. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Model and promote respect for all individuals and facilitate ethical professional practice. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively participate in professional development and learning communities to increase professional knowledge and expertise. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively facilitate and participate in the preparation and induction of prospective special educators. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Actively promote the advancement of the profession. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indicators include, but are not limited to:   * + 1. Ethical and moral implications of intrusive and aversive interventions.     2. Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.     3. Advocate for ethical interventions for individuals with challenging behavior.     4. Use consultation, including performance feedback and fidelity of implementation data, for decision-making. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaboration Collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use culturally responsive practices to enhance collaboration. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Use collaborative skills to improve programs, services, and outcomes for individuals with disabilities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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:   * + 1. Strategies for promoting integrated systems of care and self-determination that include the individuals with challenging behaviors, family and community agencies.     2. Organize and facilitate collaborative behavior intervention decision-making. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |