## 006.58 Special Education Behavior Intervention Specialist

006.58A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.58B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.58C 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.

006.58D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

006.58D1 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.

006.58E Endorsement Program Requirements: Standard institutions of higher education 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.

***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 special education behavior intervention specialist candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines.

**Standard 1: Assessment**

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

**Component 1.1:** Conduct a functional behavioral assessment through data collection, analysis, and a written report by professionally collaborating with educational professionals, parents, administrators, and community agencies.

**Component 1.2:** Communicate the results of the assessment of individual’s performance and evaluation of behavior intervention plans.

**Component 1.3:** Devise, monitor, and evaluate behavior intervention plans based upon a range of data.

**Component 1.4:** Develop strategies for monitoring the fidelity and validity of the implementation of behavior intervention plans across all stakeholders and settings.

**Component 1.5:** Design and implement assessments to evaluate the effectiveness of practices and programs.

**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.

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

**Component 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.

**Component 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.

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

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

**Component 3.1:** Facilitate and conduct comprehensive person-centered behavior support planning that incorporates participation in school, home, community, and vocational activities.

**Component 3.2:** Facilitate and conduct comprehensive functional behavior assessments with the understanding of the relationship of academic competence, social-emotional, communication, cognitive functioning, and behavioral competence. They will consider the interrelationship of co-occurring diagnoses and the impact on behavior intervention planning.

**Component 3.3:** Select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to identify and incorporate function-based techniques in behavior intervention plans (BIP). They will integrate social-emotional, behavioral, educational, medical, mental health, related services, and personal goals into the BIPs. They will monitor, evaluate, and revise the BIP based upon a range of data on a regular basis.

**Component 3.4:** Special education behavior intervention specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for behavioral support programs and services for individuals with disabilities. They will use instructional and assistive technologies to improve these services.

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.

**Standard 4. Research and Inquiry**

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

**Component** **4.1** Special education behavior intervention specialists evaluate evidence-based research and inquiry to identify effective practices.

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

**Component 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:

a. Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families.

b. Evidence-based promising practices and program models that address social emotional competence.

c. Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices.

d. Assist professionals and other stakeholders in designing, implementing, and evaluating comprehensive interventions to decrease challenging behavior and increase appropriate behavior.

**Standard 5. Leadership and Policy**

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

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

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

**Component 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.

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

**Component 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.

**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.

**Component 6.1** Leading as a special education behavior intervention specialist requires a thorough understanding of special education history, legal policies, ethical standards, and emerging issues.

**Component 6.2** Behavior intervention specialists in special education model high standards of professionalism and ethical practice, and create supportive environments that protect the legal rights and improve outcomes for children and their families.

**Component 6.3** A behavior intervention specialist in special education models and promotes respect for all individuals and facilitates ethical professional behavior.

**Component 6.4** Behavioral intervention specialists participate actively in professional development and learning communities to expand their knowledge and expertise.

**Component 6.5** Professional development for behavior intervention specialists in special education is organized, presented, and evaluated across the organization to ensure effective and ethical practice.

**Component 6.6** A behavior intervention specialist for special education actively facilitates and assists prospective special educators in their preparation and induction.

**Component 6.7** Specialists in behavior intervention for special education play an active role in advancing the field.

Indicators include, but are not limited to:

a. Ethical and moral implications of intrusive and aversive interventions.

b. Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans.

c. Advocate for ethical interventions for individuals with challenging behavior.

d. 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 behavioral programs, services, and outcomes for individuals with disabilities and their families.

**Component 7.1:** Behavior Intervention Specialists use communication, group facilitation, professional development, and problem-solving strategies in a culturally responsive manner, to create and implement behavior intervention plans.

**Component 7.2:** Behavior Intervention Specialists professionally collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within an educational setting to assess, plan, and implement effective behavior programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities.

**Component 7.3:** Behavior Intervention Specialists professionally collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified behavioral needs of individuals with exceptionalities and their families.

**Component 7.4:** Behavior Intervention Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving behavior programming, services, and outcomes for individuals with disabilities.

Guidelines based on The Council for Exceptional Children (CEC), Advanced Preparation Standards for Special Education Teachers (2012), and CEC Special Education Behavior Intervention Specialty Set (2013).