

Design Question 1: What is the professional doing to help establish and communicate learn goals, track progress, and celebrate success?

| Elements | Behavior Specialist | | |
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| Communicates a clear learning goal (1) | <ul style="list-style-type: none"> • Functional Behavior Assessment (FBA) • Behavior Intervention Plan (BIP) • T/IEP • Matrix • Meeting agendas • Meeting notes | | |
| Establishes and monitors progress of stakeholders (2) | <ul style="list-style-type: none"> • Collect Behavior Data • Level system • Behavior Intervention Plan • Daily Home notes • T/IEP | | |
| Acknowledges and celebrates progress based on current status and knowledge gained relative to the learning goal (3) | <ul style="list-style-type: none"> • Behavior Data • Level system charts/data • Reinforcement schedule • Student Advocacy notes • Recognitions • Conference notes • Parent conferences • Certificates | | |

Design Question 2: What is the professional doing to help stakeholders effectively interact with new knowledge?

| Elements | Behavior Specialist | | |
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| Begins session by explaining why information is important (6) | <ul style="list-style-type: none"> • Sharing/Colaborating With stakeholders to develop FBA/BIP • Data Collection/Graphs • Monitoring of FBA implementation • Modeling/Implement ation of FBA/BIP strategies | | |
| Organizes stakeholders to allow for processing of new information (7) | <ul style="list-style-type: none"> • Provide data collections forms • Schedule and lead follow up data review meetings • Notes from meetings | | |
| Provides activities to link new content (8) | <ul style="list-style-type: none"> • Staff Development as related to staff and student needs • Sign in sheets | | |
| Breaks the information into small chunks (9) | <ul style="list-style-type: none"> • Provides scaffolding as related to implementation of FBA/BIP | | |

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| | <ul style="list-style-type: none"> • Interview, meetings and follow up • Documentation of scheduled meetings both formal and informal • Formal: • Restraint/Secured Seclusion • SBIT/ISS • BIP review • Informal: • Results of a crisis • Level system • Behavior Intervention Plans | | |
| <p>Engages stakeholders in summarizing activities (10)</p> | <ul style="list-style-type: none"> • Presentation of Behavior data collected over time • Follow up with next steps • Engage/collaborate with stakeholders • Look at data to draw conclusions regarding Data • Review/revise FBA/BIP | | |

Design Question 3: What is the professional doing to help stakeholders practice and deepen their understanding of new knowledge?

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| Elements | Behavior Specialist | | |
| Uses specific strategies to review important information (11) | <ul style="list-style-type: none"> • Facilitation of Professional Development • Sign In sheet from professional development • Needs assessment of school staff | | |
| Groups stakeholders to facilitate practice and deepening of knowledge (12) | <ul style="list-style-type: none"> • Grade level specific • Program specific • Tiered Interventions | | |
| Engages stakeholders in identifying and addressing barriers to progress and/or misconceptions (13) | <ul style="list-style-type: none"> • Ongoing review of FBA/BIP • Participation of SBIT/ISS • Participation in Parent conference | | |
| Engages stakeholders in examination of content (14) | <ul style="list-style-type: none"> • Facilitate review of data • FBA/BIP • T/IEP • Manifestation Determination Meeting documentation | | |

Design Question 4: What is the professional doing to help stakeholders generate and test hypotheses about new knowledge?

| Elements | Behavior Specialist | | |
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| Interacts with stakeholders to determine needs (15 a) | <ul style="list-style-type: none"> • Review/Revise FBA/BIP • Discussion of Behavior data • Review of T/IEP • Collaborates with community agencies | | |
| Facilitates an activator so that the stakeholder's identify the importance of generating/testing a hypothesis or "why" statement (15 b) | <ul style="list-style-type: none"> • Meeting agendas • Meeting notes • BIP data | | |
| Indicates data-based decision making involving the problem solving process (15 c) | <ul style="list-style-type: none"> • Graphs • RtI data • FBA/BIP process | | |
| Provides time, access, resources and guidance to stakeholders (16) | <ul style="list-style-type: none"> • Evidence of interventions and meeting notes, students and support personnel | | |

Design Question 5: What is the professional doing to engage stakeholders?

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| <p>Elements</p> | | | |
| <p>Uses appropriate activities/learning aids and pacing techniques to engage stakeholders (17 a)</p> | <ul style="list-style-type: none"> • Evidence of research on best practices • Active participation in staff/team/dept. meetings • Evidence of modeling techniques of best practice strategies with stakeholders | | |
| <p>Monitors and adjusts to energy levels of stakeholders (17 b)</p> | <ul style="list-style-type: none"> • Evidence of different strategies and interventions to meet stakeholders needs • Schedule of follow up meetings | | |
| <p>Uses response rate techniques to maintain engagement (18)</p> | <ul style="list-style-type: none"> • Reinforcement surveys/inventories – students • Stakeholder surveys – student & staff • Level system – student • Calendars/schedules • Behavioral DATA Review | | |

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| Uses cues (tone of voice, body position, level of excitement) (19 a) | <ul style="list-style-type: none"> • Responding to stakeholders in a professional manner • Manage crisis scenarios in a calm professional manner • Demonstrate/models appropriate behavior for stakeholders (based upon situation) | | |
| Adjusts energy level and makes personal connections to the content (19 b) | <ul style="list-style-type: none"> • Demonstration of with-it-ness to direct activities which will benefit stakeholders (i.e. breaks, recess, celebration, quiet time) | | |
| Elicits and accepts varying perspectives and opinions on content, when appropriate (20) | <ul style="list-style-type: none"> • Open to corrective criticism • Active listening | | |

Design Question 6: What is the professional doing to establish or maintain procedures?

| Elements | | | |
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| Involves others when developing and maintaining routines (4) | <ul style="list-style-type: none">• Facilitates development of schedules i.e.: Social skills lessons• Breaks | | |
| Organizing the Physical Layout of the Classroom (5) | <ul style="list-style-type: none">• Seating chart• Furniture arrangement• Identification of areas in the room (i.e.: relaxation zone) | | |

Design Question 7: What is the professional doing to recognize and acknowledge adherence or lack of adherence to rules and procedures?

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| Elements | | | |
| <p>Makes eye contact with all stakeholders and physically occupies all quadrants of the environment (21 a)</p> | <ul style="list-style-type: none"> • Rotates through classroom • Prompts students | | |
| <p>Recognizes potential sources of disruption and deals with them immediately (21 b)</p> | <ul style="list-style-type: none"> • Prevent crisis situations • De-escalates crisis situation | | |
| <p>Provides fair and appropriate verbal, nonverbal and/or written feedback when rules and/or procedures are not followed (22)</p> | <ul style="list-style-type: none"> • Communicates with students • Home notes • Point sheets | | |

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| <p>Consistently and fairly acknowledges adherence to rules and procedures (23)</p> | <ul style="list-style-type: none">• Provides reinforcement/ verbal praise/ incentives for appropriate behavior | | |
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Design Question 8: What is the professional doing to establish and maintain effective relationships with stakeholders?

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| Elements | | | |
| Engages in discussions with stakeholders about events/interest in their lives (24 a) | <ul style="list-style-type: none"> • Engages with student re: personal interests | | |
| Builds on stakeholders interests and demonstrates an understanding of their backgrounds (24 b) | <ul style="list-style-type: none"> • Record reviews • Elicit stakeholder input to obtain student background (agencies, parents) • Student interest surveys | | |
| Compliments stakeholders regarding personal and academic accomplishments (25) | <ul style="list-style-type: none"> • Specific praise • Provide positive reinforcement • Open communication with stakeholders | | |

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| <p>Uses humor, smiles, and proximity when appropriate (25)</p> | <ul style="list-style-type: none">• Direct observation | | |
| <p>Interacts with stakeholders in a calm controlled fashion (26 a)</p> | <ul style="list-style-type: none">• Maintains calm voice• Direct observation• Doesn't take things personally• Maintains objectivity | | |
| <p>Does not exhibit extremes in positive or negative emotions (26 b)</p> | <ul style="list-style-type: none">• Provides feedback (emails, phone calls, conferences) | | |

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| Communicates effectively with stakeholders (26 c) | | | |

Design Question 9: What is the professional doing to communicate high expectations for all stakeholders?

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| Elements | | | |
| Provides nonverbal indicators, indicating value and respect (27 a) | <ul style="list-style-type: none">• Body language• Visual cues | | |
| Provides verbal indicators of value and respect (27 b) | <ul style="list-style-type: none">• Verbal cues | | |
| Breaks information/questions into smaller parts and adapts content/context to meet the needs of all stakeholders, as needed (28 a) | <ul style="list-style-type: none">• Active listening• Paraphrasing | | |

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| Corrects misunderstood information in a constructive and supportive manner (28 b) | <ul style="list-style-type: none">• Direct observation | | |
| Checks for understanding (28 c) | <ul style="list-style-type: none">• Asks information seeking questions | | |
| Clarifies information, as needed (28 d) | <ul style="list-style-type: none">• Asks questions | | |