

## Assessment 7 Functional Behavior Assessment (FBA) and Positive Evidence-Based Behavior

### Sample Assessment Aligned to CEC Initial Standards & Elements

#### Description

This assessment is a semester-long project that is completed in [REDACTED] Emotional and Behavioral Disorders: Concepts and Theories, a course that is typically taken during the teacher candidate's senior year. It requires candidates to conduct a functional behavior assessment (FBA) on a student who is classified with a disability or who the general education classroom teacher has identified as displaying a skill or behavioral deficit. Teacher candidates then analyze the data and develop a positive evidence-based behavior intervention plan (PEB BIP). Teacher candidates collect additional data, make adjustments as needed, and implement fading procedures when possible.

Teacher candidates complete this assignment in their half-day practicum placement. This allows them to work with the student for the entire semester in collaboration with their cooperating teacher. This allows them to get continuous feedback from their cooperating teacher. In addition, the developing, writing, and implementation of the project is divided into smaller sections and teacher candidates have the opportunity to get continuous feedback from the course instructor. This model allows us to give candidates continuous feedback so that by the end of the course they can be at "Mastery" on all elements on the rubric. Also, as a department, we hold mid-semester data review meetings where program faculty review student performance and modify instruction accordingly.

Specific expectations are detailed in Appendix A – Functional Behavior Assessment (FBA) and Positive Evidence-Based (PEB) Behavioral Intervention Plan (BIP) Description. Appendix B contains the FBA & PEB BIP Scoring Rubric with CEC Standard alignment for each component of the project.

#### Alignment

All of the [REDACTED] special education program assessments are informed by the Initial Preparation Standards (retrieved September 6, 2014 from <https://www.cec.sped.org>). The assessment is aligned to CEC Standards 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.6, and 6.3. Assessment components were developed based on information from each standard.

## APPENDIX A

### **Functional Behavior Assessment (FBA) and Positive Evidence-Based (PEB) Behavioral Intervention Plan (BIP) Description**

Directions: Candidates are given the following guidelines at the beginning of the semester and each step is discussed during class meetings.

1. Select a student who is classified with a disability or who the general education classroom teacher has identified as displaying a skill or behavioral deficit.
2. Conduct a Functional Behavior Assessment (FBA) by using at least 3-5 direct observations and collecting narrative and ABC data with regard to the skill or behavior to be targeted.
3. Analyze FBA data in collaboration with the general education teacher and other professionals to determine the function of the target skill or behavior.
  - Be sure to consider individual diversity (ie cultural, linguistic, socioeconomic, ethnic) when analyzing data.
4. Create a behavioral definition of the targeted skill or behavior based on the FBA data analysis. Include information regarding the student's strengths and weaknesses in relation to the skill/behavior.
5. Create a Positive Evidence-Based Behavior Intervention Plan (PEB BIP) that includes appropriate measurement procedures and develop data sheets based upon FBA. Design an appropriate intervention based on
  - a. collaboration with the general education teacher and other professionals on data collection and learning progression,
  - b. collaborate with the student on data collection and learning progression,
  - c. review of the relevant literature, and
  - d. likely function of the behavior.
  - Plan may or may not include an augmentative or assistive technology device.
6. Collect baseline data (3-5 times minimum, over a period of at least 3 days) until stability in responding is observed (plot data daily on a graph).
7. Implement intervention for at least 3-5 sessions (continue to collect and plot data on a daily basis).
8. Make changes and adjustments to intervention based on data.
9. Begin fading procedure if relevant, and if time allows. Otherwise, prepare a description of the fading procedure and share it with the general education teacher.
10. Meet with the general education teacher to share findings and discuss possible next steps. Prepare any materials the teacher will need to continue with the intervention in your absence.

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11. Reflect on the process of developing and implementing an evidence-based intervention plan. What did you do well (include examples)? What changes would you make if you had it to do over (include examples)?
12. Document each step in the process. Include daily journal entries, all copies of your data collection sheets, behavioral description and relevant information, intervention description and any modifications, and your reflection. Put all information in a packet with a cover page and table of contents.

SAMPLE

# Functional Behavior Assessment (FBA) and Positive Evidence-Based (PEB) Behavioral Intervention Plan (BIP)

## Assessment

### Purpose

Explain the purpose(s) of giving this assessment.

### Functional Behavior Assessment (FBA) and Positive Evidence-Based (PEB) Behavioral Intervention Plan (BIP)

	<b>Mastery</b> (2.000 pts)	<b>Benchmark</b> (1.000 pt)	<b>Unacceptable</b> (0.000 pt)
<b>Candidate demonstrates knowledge of Records Review</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3	The candidate demonstrates knowledge of records review by collaborating with colleagues and families to conduct a comprehensive review of existing student records, including discipline referrals, attendance, academic records, health, IEP.	The candidate demonstrates knowledge of records review by collaborating with some but not all colleagues and families to conduct a review of some but not all existing student records, including discipline referrals, attendance, academic records, health, IEP.	The candidate does not demonstrate knowledge of records review.
<b>Candidate demonstrates knowledge of interviews</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3	The candidate demonstrates knowledge of interviews by collaborating with colleagues and families to make decisions about the student after conducting comprehensive interviews with individuals who have direct experience with the student (e.g., teachers, person making referral, other staff, parent(s), and the student (if appropriate)).	The candidate demonstrates knowledge of interviews by collaborating with colleagues and families to make decisions about the student after conducting interviews with some but not all individuals who have direct experience with the student (e.g., teachers, person making referral, other staff, parent(s), and the student (if appropriate)).	The candidate does not demonstrate knowledge of interviews.
<b>Candidate demonstrates knowledge of direct observations</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.1	The candidate demonstrates knowledge of conducting technically sound informal direct observations by collecting comprehensive direct observation data related to the target behavior or skill (e.g. ABC data, anecdotal notes, data sheets), and by thoroughly describes all elements of the context	The candidate demonstrates knowledge of conducting informal direct observations by collecting direct observation data related to the target behavior or skill (e.g. ABC data, anecdotal notes, data sheets), and by describing some but not all contextual elements (classroom settings/activities).	The candidate does not demonstrate knowledge of conducting informal direct observations.

	(classroom settings/activities) in which functional assessment is conducted.		
<b>Candidate demonstrates knowledge of problem description</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates knowledge of problem description by providing a clear and comprehensive description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate demonstrates knowledge of problem description by providing a clear description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of some but not assessment results.	The candidate does not demonstrate knowledge of problem description.
<b>Candidate demonstrates knowledge of identifying antecedents</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates comprehensive knowledge of identifying all antecedent events that trigger/predict targeted behavior or skill, by providing a clear and comprehensive description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate demonstrates knowledge of identifying some but not all antecedent events that trigger/predict targeted behavior or skill, by providing a description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate does not demonstrate knowledge of identifying antecedent events.
<b>Candidate demonstrates knowledge of identifying maintaining consequences</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates comprehensive knowledge of identifying all maintaining consequences that occur immediately after the target behavior, by providing a clear and comprehensive description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate demonstrates knowledge of identifying some but not all maintaining consequences that occur immediately after the target behavior, by providing a description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate does not demonstrate knowledge of identifying maintaining consequences.
<b>Candidate demonstrates knowledge of identifying setting events</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates comprehensive knowledge of identifying all possible setting events that trigger/predict targeted behavior or skill, by providing a clear and comprehensive description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate demonstrates knowledge of identifying some but not all possible setting events that trigger/predict targeted behavior or skill, by providing a description of observable student actions, including frequency and/or duration data related to the target behavior or skill, based on interpretation of all assessment results.	The candidate does not demonstrate knowledge of identifying setting events.
<b>Candidate demonstrates</b>	The candidate demonstrates knowledge of constructing a	The candidate demonstrates knowledge of constructing a	The candidate does not demonstrate knowledge of

<p><b>knowledge of formulating a summary hypothesis statement</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2</p>	<p>comprehensive summary hypothesis statement by formulating a testable hypothesis as to the function of the target behavior, which includes all of the following: description of the target behavior, antecedents, consequence events, setting event (if applicable), and function of the target behavior as identified by the FBA, as well as information about times when the student is most successful.</p>	<p>summary hypothesis statement by formulating a testable hypothesis as to the function of the target behavior, which includes some but not all of the following: description of the target behavior, antecedents, consequence events, setting event (if applicable), and function of the target behavior as identified by the FBA, as well as information about times when the student is most successful.</p>	<p>constructing a summary hypothesis statement.</p>
<p><b>Candidate demonstrates knowledge of testing summary hypothesis statement</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2</p>	<p>The candidate demonstrates comprehensive knowledge of testing a summary hypothesis statement by collecting all relevant data (e.g., direct observation data in multiple settings and multiple situations to document presence or absence of antecedent, consequence, and setting variables when target behavior is and is not observed).</p>	<p>The candidate demonstrates knowledge of testing a summary hypothesis statement by collecting some but not all relevant data (e.g., direct observation data in multiple settings and multiple situations to document presence or absence of antecedent, consequence, and setting variables when target behavior is and is not observed).</p>	<p>The candidate does not demonstrate knowledge of testing a summary hypothesis statement.</p>
<p><b>Candidate demonstrates knowledge of collaborative review</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3</p>	<p>The candidate demonstrates comprehensive knowledge of collaborative review by reviewing all elements of the FBA (e.g., process, summary hypothesis statement, and documentation of hypothesis testing) in collaboration with colleagues and families.</p>	<p>The candidate demonstrates knowledge of collaborative review by reviewing some but not all elements of the FBA (e.g., process, summary hypothesis statement, and documentation of hypothesis testing) in collaboration with colleagues and families.</p>	<p>The candidate does not demonstrate knowledge of collaborative review.</p>
<p><b>Candidate demonstrates knowledge of replacement behavior identification</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2</p>	<p>The candidate demonstrates knowledge of replacement behavior identification by comprehensively identifying a replacement behavior for the target behavior that includes all of the following: specific, objective, measurable and functionally similar.</p>	<p>The candidate demonstrates knowledge of replacement behavior identification by identifying a replacement behavior for the target behavior that includes some but not all of the following: specific, objective, measurable and functionally similar.</p>	<p>The candidate does not demonstrate knowledge of replacement behavior.</p>
<p><b>Candidate demonstrates knowledge of setting events</b> (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1</p>	<p>The candidate demonstrates comprehensive knowledge of setting events (if applicable) by selecting all relevant strategies and/or environmental manipulations connected to FBA data that neutralize or eliminate impact of setting events related to the target behavior, to adapt learning</p>	<p>The candidate demonstrates knowledge of setting events (if applicable) by selecting some but not all relevant strategies and/or environmental manipulations connected to FBA data that neutralize or eliminate impact of setting events related to the target behavior, to adapt learning</p>	<p>The candidate does not demonstrate comprehensive knowledge of setting events (if applicable).</p>

	experiences for the student.	experiences for the student.	
<b>Candidate demonstrates knowledge of antecedents</b> (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1	The candidate demonstrates comprehensive knowledge of antecedents by selecting all related strategies and/or environmental manipulations connected to FBA data that address triggering antecedents related to the target behavior, to adapt learning experiences for the student.	The candidate demonstrates knowledge of antecedents by selecting some but not all related strategies and/or environmental manipulations connected to FBA data that address triggering antecedents related to the target behavior, to adapt learning experiences for the student.	The candidate does not demonstrate knowledge of antecedents.
<b>Candidate demonstrates knowledge of generalization and Maintenance</b> (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1	The candidate demonstrates comprehensive knowledge of both generalization and maintenance by selecting all related strategies and/or environmental manipulations connected to FBA data that support both generalization and maintenance of replacement behavior, to adapt learning experiences for the student.	The candidate demonstrates knowledge of both generalization and maintenance by selecting some but not all related strategies and/or environmental manipulations connected to FBA data that support both generalization and maintenance of replacement behavior, to adapt learning experiences for the student.	The candidate does not demonstrate knowledge of both generalization and maintenance.
<b>Candidate demonstrates knowledge of consequences</b> (1.000, 5%) CEC-INI-2012.2 CEC-INI-2012.2.2	The candidate demonstrates comprehensive knowledge of consequences by selecting all relevant instructional management strategies and/or environmental manipulations connected to FBA data to minimize the impact of the target behavior in the school setting, to adapt learning experiences for the student.	The candidate demonstrates knowledge of consequences by selecting some but not all relevant instructional management strategies and/or environmental manipulations connected to FBA data to minimize the impact of the target behavior in the school setting, to adapt learning experiences for the student.	The candidate does not demonstrate knowledge of consequences.
<b>Candidate demonstrates knowledge of crisis management</b> (1.000, 5%) CEC-INI-2012.2 CEC-INI-2012.2.3	The candidate demonstrates knowledge of crisis management by developing a comprehensive positive evidence-based individualized crisis prevention and intervention plan for safely and appropriately intervening before and when needed (e.g., lose rational control over their behavior, in danger of harming self or others).	The candidate demonstrates knowledge of crisis management by developing a positive evidence-based individualized crisis prevention and intervention plan for safely and appropriately intervening in some but not all situations when needed.	The candidate does not demonstrate knowledge of crisis management by developing a positive evidence-based individualized crisis prevention and intervention plan.
<b>Candidate demonstrates knowledge of implementation plans</b> (1.000, 5%) CEC-INI-2012.2	The candidate demonstrates knowledge of implementation plans by developing a comprehensive implementation plan for the PEB BIP including a full communication schedule (e.g., including timeline, how,	The candidate demonstrates knowledge of implementation plans by developing an implementation plan for the PEB BIP including a communication schedule including some but all specifics	The candidate does not demonstrate knowledge of development of implementation plans.

CEC-INI-2012.2.2	where, when, and by whom the plan will be put in place).	(e.g., timeline, how, where, when, and by whom the plan will be put in place).	
<b>Candidate demonstrates knowledge of plan evaluation</b> (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates knowledge of plan evaluation by identifying comprehensive specific measures to evaluate the PEB BIP and collect data related to the target behavior (e.g., directly, frequently, regularly and on an on-going basis) so that the plan can be revised as needed.	The candidate demonstrates knowledge of plan evaluation by identifying specific measures to evaluate the PEB BIP and collect data related to the target behavior in some but not all respects (e.g., directly, frequently, regularly and on an on-going basis) so that the plan can be revised as needed.	The candidate does not demonstrate knowledge of plan evaluation by identifying specific measures to evaluate the PEB BIP and collect data related to the target behavior.
<b>Positive Evidence-Based (PEB) Behavior Intervention Plan (BIP): Monitoring</b> (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.6	The candidate identifies comprehensive specific measures to monitor the progress toward generalization and maintenance of long-term objectives.	The candidate partially identifies measures to monitor the progress toward generalization and maintenance of long-term objectives.	The candidate does not identify measures to monitor the progress toward generalization and maintenance of long-term objectives.
<b>Functional Behavior Assessment (FBA): Diversity Consideration</b> (1.000, 5%) CEC-INI-2012.6 CEC-INI-2012.6.3	The candidate demonstrates comprehensive awareness of individual diversity by addressing all concerns related to that diversity (e.g., cultural, linguistic, socioeconomic, ethnic, gender).	The candidate demonstrates awareness of individual diversity by addressing some but not all concerns related to that diversity (e.g., cultural, linguistic, socioeconomic, ethnic, gender).	The candidate does not demonstrate awareness of individual diversity (e.g., cultural, linguistic, socioeconomic, ethnic, gender).

## Standards

- CEC-INI-2012.1** Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- CEC-INI-2012.1.1** Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- CEC-INI-2012.1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- CEC-INI-2012.2** Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities



become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- CEC-INI-2012.2.1** Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- CEC-INI-2012.2.2** Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- CEC-INI-2012.2.3** Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
- CEC-INI-2012.3** Curricular Content Knowledge: Beginning special education professionals use knowledge of general<sup>1</sup> and specialized curricula<sup>2</sup> to individualize learning for individuals with exceptionalities.
- CEC-INI-2012.3.1** Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- CEC-INI-2012.3.2** Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- CEC-INI-2012.3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
- CEC-INI-2012.4** Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- CEC-INI-2012.4.1** Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- CEC-INI-2012.4.2** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

- CEC-INI-2012.4.3** Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- CEC-INI-2012.4.4** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- CEC-INI-2012.5** Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies<sup>3</sup> to advance learning of individuals with exceptionalities.
- CEC-INI-2012.5.1** Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- CEC-INI-2012.5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- CEC-INI-2012.5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- CEC-INI-2012.5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- CEC-INI-2012.5.5** 5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- CEC-INI-2012.5.6** Beginning special education professionals teach to mastery and promote generalization of learning.
- CEC-INI-2012.5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- CEC-INI-2012.6** Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in

lifelong learning, and to advance the profession.

- CEC-INI-2012.6.1** Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- CEC-INI-2012.6.2** Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- CEC-INI-2012.6.3** Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- CEC-INI-2012.6.4** Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- CEC-INI-2012.6.5** Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- CEC-INI-2012.6.6** Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
- CEC-INI-2012.7** Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- CEC-INI-2012.7.1** Beginning special education professionals use the theory and elements of effective collaboration.
- CEC-INI-2012.7.2** Beginning special education professionals serve as a collaborative resource to colleagues.
- CEC-INI-2012.7.3** Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**Formative Data Fall 2015 (N = 20)**

Element	Mastery (2 points)	Benchmark (1point)	Unacceptable (0 points)
Candidate demonstrates knowledge of Records Review (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3	14 70%	6 30%	0 0%
Candidate demonstrates knowledge of interviews (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3	11 55%	9 45%	0 0%
Candidate demonstrates knowledge of direct observations (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.1	12 60%	8 40%	0 0%
Candidate demonstrates knowledge of problem description (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	14 70%	6 30%	0 0%
Candidate demonstrates knowledge of identifying antecedents (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	12 60%	8 40%	0 0%
Candidate demonstrates knowledge of identifying maintaining consequences (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	7 35%	13 65%	0 0%
Candidate demonstrates knowledge of identifying setting events (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	11 55%	9 45%	0 0%
Candidate demonstrates knowledge of formulating a summary hypothesis statement (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	7 35%	13 65%	0 0%
Candidate demonstrates knowledge of testing	5	15	0

summary hypothesis statement (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	25%	75%	0%
Candidate demonstrates knowledge of collaborative review (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.3	7 35%	12 60%	1 5%
Candidate demonstrates knowledge of replacement behavior identification (1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2	6 30%	14 70%	0 0%
Candidate demonstrates knowledge of setting events (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1	10 50%	9 45%	0 0%
Candidate demonstrates knowledge of antecedents (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1	10 50%	10 50%	0 0%
Candidate demonstrates knowledge of generalization and maintenance (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.1	7 35%	13 65%	0 0%
Candidate demonstrates knowledge of consequences (1.000, 5%) CEC-INI-2012.2 CEC-INI-2012.2.2	11 55%	9 45%	0 0%
Candidate demonstrates knowledge of crisis management (1.000, 5%) CEC-INI-2012.2 CEC-INI-2012.2.3	7 35%	13 65%	0 0%
Candidate demonstrates knowledge of implementation plans (1.000, 5%) CEC-INI-2012.2 CEC-INI-2012.2.2	7 35%	9 45%	4 20%
Candidate demonstrates knowledge of plan evaluation	3 15%	15 75%	2 10%

(1.000, 5%) CEC-INI-2012.4 CEC-INI-2012.4.2			
Positive Evidence-Based (PEB) Behavior Intervention Plan (BIP): Monitoring (1.000, 5%) CEC-INI-2012.5 CEC-INI-2012.5.6	6 30%	14 70%	0 0%
Functional Behavior Assessment (FBA): Diversity Consideration (1.000, 5%) CEC-INI-2012.6 CEC-INI-2012.6.3	3 15%	16 80%	1 5%

SAMPLE