

School of Education and Kinesiology

Competencies for Teachers of Students with Emotional and Behavioral Disorders

For the competencies below:

1. Include examples, artifacts or evidence that you have met the competence.
2. Provide a brief rationale and justification about how your artifacts or evidence actually supports the competence.

|  |  |  |  |
| --- | --- | --- | --- |
| Competency | Evidence and Artifacts that document you have achieved the competency. | Rationale and Justification documenting why your evidence and artifacts address the competency. | Instructor or Facilitator Evaluation  |
| Conducts functional behavior assessments. |  |  |  |
| Assess social behavior assessment reports on individuals with emotional/behavioral disorders. |  |  |  |
| Prepare functional behavior assessment reports on individuals with emotional/behavioral disorders |  |  |  |
| Use nonaversive techniques to support targeted behavior and maintain attention of individuals with emotional/behavioral disorders. |  |  |  |
| Use evidence-based practices to enhance academic and social competence. |  |  |  |
| Use prevention and intervention strategies for individuals at risk for emotional/behavioral disorders. |  |  |  |
| Use strategies to teach alternative behaviors. |  |  |  |
| Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. |  |  |  |
| Integrate academic and affective instruction with behavior management for individuals and groups with emotional/behavioral disorders. |  |  |  |

Adapted from the Council for Exceptional Children, Competencies for Teachers of Students with Emotional and Behavioral Disabilities.