

TREATMENT INTEGRITY CHECKLIST: OPPORTUNITIES TO RESPOND

Date: _____ Start time: _____ End time: _____ Total time: _____

Notes: _____

0 = not in place, 1 = partially in place, or 2 = completely in place

Item	Rating		
1. Did I identify the instructional objective?	0	1	2
2. Did I prepare a list of questions/prompts in advance?	0	1	2
3. Did I choose an appropriate presentation format?	0	1	2
4. Did I decide on how students will respond and prepare accordingly?	0	1	2
5. Did I explain to students how to respond to the questions/prompts?	0	1	2
6. Did I reach a presentation rate of at least three OTR per minute?	0	1	2
7. Did I respond to student answers with evaluative and encouraging feedback?	0	1	2
8. Did I offer the student an opportunity to give feedback?*	0	1	2
TOTAL			
$(N \div [14]) \times 100 =$			%

*Step 8 does not need to be done daily, but occasionally.

FIGURE 2.2. Making certain the strategy is in place: Treatment integrity checklist used by Ms. Garcia to monitor the extent to which each step was put in place as planned.

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SOCIAL VALIDITY FORM: OPPORTUNITIES TO RESPOND

Date: _____

Student: _____

	☹ No, not really	☺ Yes, definitely
Before we get started . . . What do you think?		
1. Do you think you would enjoy using the character card during read-aloud time?		
2. Do you have any questions about how to use the cards?		

Date: _____

Student: _____

	☹ No, not really	☺ Yes, definitely
Now that you have tried it . . . What do you think?		
1. Did you enjoy using the character card during read-aloud time?		
2. Would you like to use the character cards again?		

FIGURE 2.3. Examining stakeholders’ views: Social validity form developed by Ms. Garcia to examine her preschool children’s views on using the character cards during read-aloud time and in the future.

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TREATMENT INTEGRITY CHECKLIST: BEHAVIOR-SPECIFIC PRAISE

Setting: Classroom: _____ Observer: Primary: _____
 Other: _____ Secondary: _____

Date: _____ Start time: _____ End time: _____ Total time: _____

Notes: _____

0 = not in place, 1 = partially in place, or 2 = completely in place

Item	Rating		
1. Did I identify target behaviors and/or students to acknowledge using BSP?	0	1	2
2. Did I prepare to deliver BSP prior to the lesson (i.e., scripts completed, delivery practiced, additional reinforcers gathered)?	0	1	2
3. Did I observe students for the target behavior (or a portion/approximation thereof)?	0	1	2
4. Did I provide a praise statement that acknowledged a specific target behavior and was administered immediately following the target behavior?	0	1	2
5. Did I self-monitor my use of BSP?	0	1	2
TOTAL			
$(N \div [10]) \times 100 =$			%

FIGURE 3.2. Making certain the strategy is in place: Treatment integrity checklist used by Mrs. Arnold to monitor the extent to which each step was put in place as planned.

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SOCIAL VALIDITY FORM: BEHAVIOR-SPECIFIC PRAISE

Before we get started, tell me what you think about BSP . . .	☹ Strongly disagree Strongly agree ☺
I would like to receive BSP for meeting classroom expectations.	----- ----- ----- ----- ----- -----
Receiving BSP would help me get more work done.	----- ----- ----- ----- ----- -----
I think that receiving BSP could help improve my grades.	----- ----- ----- ----- ----- -----
Receiving BSP would help other students in my class/school.	----- ----- ----- ----- ----- -----
I think that receiving BSP will make school a happier place to be.	----- ----- ----- ----- ----- -----

Total ___/30 (Total Possible) × 100 ___% Acceptability

Now that you've received BSP in the classroom, tell me what you think about it. . . .	☹ Strongly disagree Strongly agree ☺
I liked receiving BSP for meeting classroom expectations.	----- ----- ----- ----- ----- -----
Receiving BSP helped me get more work done.	----- ----- ----- ----- ----- -----
I think that receiving BSP helped improve my grades.	----- ----- ----- ----- ----- -----
Receiving BSP would help other students in my class/school.	----- ----- ----- ----- ----- -----
I think that receiving BSP made school a happier place to be.	----- ----- ----- ----- ----- -----

Total ___/30 (Total Possible) × 100 ___% Acceptability

FIGURE 3.3. Examining stakeholders' views: Social validity form developed by Mrs. Arnold to examine students' views on BSP.

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TREATMENT INTEGRITY CHECKLIST: HIGH-PROBABILITY REQUEST SEQUENCES

Panel A

Teacher: Mr. Henry

Self-report Observer

Scale: 0 = Not in place
1 = Partially in place
2 = Fully in place

Lesson: CCSS.MATH.CONTENT.4NBT.B.5

Multiply a whole number of up to 4 digits by a one digit whole number

Component	Session 6			Session 7			Session 8			Session 9			Session 10		
	Monday 3/23/2015			Tuesday 3/24/2015			Wednesday 3/25/2015			Thursday 3/26/2015			Friday 3/27/2015		
	Pamela	Abby	Richie	Pamela	Abby	Richie	Pamela	Abby	Richie	Pamela	Abby	Richie	Pamela	Abby	Richie
	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
The individual worksheets were prepared.	2	—	2	2	2	2	2	2	2	2	2	2	2	2	2
I modeled and checked for understanding.	2	—	2	2	2	2	2	2	2	2	2	2	2	2	2
I provided the phrase to begin work “please begin work.”	2	—	2	0	0	0	2	2	2	2	2	2	2	2	2
I provided praise when student began work ≤ 30 seconds.	2	—	2	2	2	0	0	2	2	1	2	2	2	2	2
I checked student’s paper for completion.	2	—	2	2	2	0	0	2	2	2	2	2	2	2	2
I praised student’s completion if ≥ 90%.	2	—	2	2	2	0	0	2	2	0	2	2	2	2	2
Percentage Session Integrity: (Total points earned/ # points possible) × 100	100%	Base-line	100%	83%	83%	33%	50%	100%	100%	75%	100%	100%	100%	100%	100%

FIGURE 6.2. Making certain the strategy is in place: Treatment integrity form used by Ms. Bounds and Mr. Henry to monitor the extent to which each step was put in place as planned. Panel A depicts a completed checklist specific to the elements of daily use in the hypothetical illustration (Box 6.1). Panel B depicts a blank form including the planning steps. The darker gray cells indicate steps that are not applicable for the column—either intervention planning or daily implementation.

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Panel B

Teacher: _____

Self-report Observer

Scale: 0 = Not in place
 1 = Partially in place
 2 = Fully in place

Lesson: _____

(continued)

Procedural Step	Intervention Planning		Session		Session		Session		Session			
	0	1	2	0	1	2	0	1	2	0	1	2
Identified and operationally defined low- <i>p</i> behavior												
Generated a list of high- <i>p</i> behaviors that are similar to the desired low- <i>p</i> behavior												
Tested the behaviors by giving the requests (10 times each)												
Administered 3 to 5 high- <i>p</i> requests												
Praised expected response												
Delivered low- <i>p</i> request within 10 seconds of the last high- <i>p</i> response												
Praised expected low- <i>p</i> behavior upon compliance or demonstration												
Assessed social validity from stakeholders												
Percentage Session Integrity: (Total points earned/# points possible) × 100												

FIGURE 6.2. (continued)

TREATMENT INTEGRITY CHECKLIST: PRECORRECTION

Panel A

Setting: Classroom: Algebra Observer: Primary: Mrs. Edwards
 Hallway: _____ Secondary: Ms. Johnson
 Recess: _____

Predictable challenging behaviors: horseplaying, stacking, using independent manipulatives in conjunction with a peer, using the manipulatives in a way other than their intended use, talking during manipulative instruction, breaking or losing manipulatives, talking or horseplaying while walking to pick up or return manipulatives, and failure to return manipulatives to the designated area.

Expected behaviors: follow teacher directions when picking up and returning manipulatives, only use manipulatives as directed, only use manipulatives assigned to you, listen to teacher directions and instructions with still hands, and handle manipulatives with care

Date: 10/03/16 Start time: 10:15 End time: 10:55 Total time: 40 min

Notes: algebra tiles for solving equations

0 = not in place, 1 = partially in place, or 2 = completely in place.

Item	Rating
1. Did I identify the context and determine the expected behavior?	0 1 (2)
2. Did I modify the environment to promote student success?	0 1 (2)
3. Did I provide students with an opportunity to practice the expected behavior?	0 (1) 2
4. Did I provide students with strong reinforcement for completing the expected behavior?	0 1 (2)
5. Did I prompt students to remind them to engage in the expected behavior?	0 1 (2)
6. Did I monitor student behavior?	0 1 (2)
TOTAL	11
$(N \div [12]) \times 100 =$	91.67%

(continued)

FIGURE 7.2. Making certain the strategy is in place: Treatment integrity checklist used to monitor the extent to which each step of the precorrection plan was put in place as planned. Panel A shows the completed checklist, and Panel B shows a blank checklist for 1 day.

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SOCIAL VALIDITY FORM: PRECORRECTION

Panel A

Preassessment: <i>David</i>	Strongly disagree	Disagree	Agree	Strongly agree
I would like to have a precorrection plan in my classroom (reminders of what is expected, rewards).	1	2	(3)	4
Having a precorrection plan would help improve my behavior in class.	1	2	(3)	4
Having a precorrection plan would help other students.	1	2	3	(4)
Having a precorrection plan would help me do better in school.	1	2	(3)	4
Having a precorrection plan would help me getting along better with my teacher.	1	(2)	3	4
Percentage: (total number/total number possible [20]) × 100 =	75%			

Postassessment: <i>David</i>	Strongly disagree	Disagree	Agree	Strongly agree
I liked having a precorrection plan in my classroom (reminders of what is expected, rewards).	1	2	3	(4)
Having a precorrection plan helped improve my behavior in class.	1	2	3	(4)
Having a precorrection plan would help other students.	1	2	3	(4)
Having a precorrection plan helped me do better in school.	1	2	3	(4)
Having a precorrection plan helped me get along better with my teacher.	1	2	(3)	4
Percentage: (total number/total number possible [20]) × 100 =	95%			

(continued)

FIGURE 7.3. Examining stakeholders' views: Social validity form developed to examine students' views on the use of precorrection. The form has two parts: one to be completed before the strategy is used and a second to be completed after the strategy has been implemented. Panel A shows David's ratings. Panel B is a blank version of the form. This form is based on the Children's Intervention Rating Profile developed by Witt and Elliott (1985).

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SOCIAL VALIDITY FORM: PRECORRECTION

Panel B

Preassessment:	Strongly disagree	Disagree	Agree	Strongly agree
I would like to have a precorrection plan in my classroom (reminders of what is expected, rewards).	1	2	3	4
Having a precorrection plan would help improve my behavior in class.	1	2	3	4
Having a precorrection plan would help other students.	1	2	3	4
Having a precorrection plan would help me do better in school.	1	2	3	4
Having a precorrection plan would help me getting along better with my teacher.	1	2	3	4
Percentage: (total number/total number possible [20]) × 100 =				

Postassessment:	Strongly disagree	Disagree	Agree	Strongly agree
I liked having a precorrection plan in my classroom (reminders of what is expected, rewards).	1	2	3	4
Having a precorrection plan helped improve my behavior in class.	1	2	3	4
Having a precorrection plan would help other students.	1	2	3	4
Having a precorrection plan helped me do better in school.	1	2	3	4
Having a precorrection plan helped me get along better with my teacher.	1	2	3	4
Percentage: (total number/total number possible [20]) × 100 =				

FIGURE 7.3. *(continued)*

Strategy	Chapter	Definition	On-site or district-level coach	To explore	Explored
Opportunities to respond (OTR)	2	Providing students with frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic material.		<input type="checkbox"/>	<input type="checkbox"/>
Behavior-specific praise (BSP)	3	Using praise statements that include reference to the specific behavior for which the student is being recognized.		<input type="checkbox"/>	<input type="checkbox"/>
Active supervision	4	Using obvious behaviors such as proximity, scanning, and interacting with students to avert problem behavior.		<input type="checkbox"/>	<input type="checkbox"/>
Instructional feedback	5	Providing students with specific information about their performance to clarify misinformation, confirm or fine-tune understanding, or restructure current schemas.		<input type="checkbox"/>	<input type="checkbox"/>
High probability (high- <i>p</i>) requests	6	Requesting behaviors the student is likely to respond to, providing reinforcement for appropriate responding, and then delivering a low-probability request in close succession to the previous reinforcement.		<input type="checkbox"/>	<input type="checkbox"/>
Precorrection	7	Identifying predictable contexts that result in problem behavior and providing students with supports, prompts, and reinforcement for engaging in appropriate behavior.		<input type="checkbox"/>	<input type="checkbox"/>
Instructional choice	8	Providing students with two or more options and allowing them to select their preferred option.		<input type="checkbox"/>	<input type="checkbox"/>

FIGURE 9.4. *Strategies to explore.* All definitions are those stated in the respective chapters.

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Type of resource	To explore	Explored
Reference		
Books		
Colvin, G., & Scott, T. M. (2015). <i>Managing the cycle of acting-out behavior in the classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin.	<input type="checkbox"/>	<input type="checkbox"/>
Crone, D., Horner, R., & Hawken, L. (2004). <i>Responding to problem behavior in schools: The Behavior Education Program</i> . New York: Guilford Press.	<input type="checkbox"/>	<input type="checkbox"/>
Gast, D. L., & Ledford, J. R. (Eds.). (2014). <i>Single case research methodology: Applications in special education and behavioral sciences</i> (2nd ed). New York: Routledge.	<input type="checkbox"/>	<input type="checkbox"/>
Lane, K. L., Cook, B., & Tankersley, M. (Eds.). <i>Research-based strategies for improving outcomes in behavior</i> . Boston: Pearson.	<input type="checkbox"/>	<input type="checkbox"/>
Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2010). <i>Managing challenging behaviors in schools: Research-based strategies that work</i> . New York: Guilford Press.	<input type="checkbox"/>	<input type="checkbox"/>
Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2012). <i>Systematic screenings of behavior to support instruction: From preschool to high school</i> . New York: Guilford Press.	<input type="checkbox"/>	<input type="checkbox"/>
McIntosh, K., & Goodman, S. (in press). <i>Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS</i> . New York: Guilford Press.	<input type="checkbox"/>	<input type="checkbox"/>
Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (2009). <i>Handbook of positive behavior support</i> . New York: Springer.	<input type="checkbox"/>	<input type="checkbox"/>
Simonson, B., & Myers, D. (in press). <i>Classwide positive behavior interventions and supports: A guide to proactive classroom management</i> . New York: Guilford Press.	<input type="checkbox"/>	<input type="checkbox"/>
Stormont, M., & Newman, C. (2014). <i>Simple strategies for teaching children at risk</i> . Thousand Oaks, CA: Corwin.	<input type="checkbox"/>	<input type="checkbox"/>
Journals		
<i>Beyond Behavior</i> www.ccbd.net/publications/beyondbehavior	<input type="checkbox"/>	<input type="checkbox"/>
<i>Intervention in School and Clinic</i> http://isc.sagepub.com	<input type="checkbox"/>	<input type="checkbox"/>
<i>Journal of Positive Behavior Intervention</i> http://pbi.sagepub.com	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

FIGURE 9.5. Resources to explore.

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Type of resource	To explore	Explored
Reference		
<i>Preventing School Failure</i> www.tandfonline.com/toc/vpsf20/current#.VEOVI_nF-So	<input type="checkbox"/>	<input type="checkbox"/>
<i>Teaching Exceptional Children</i> http://journals.cec.sped.org/tec	<input type="checkbox"/>	<input type="checkbox"/>
Practice guides		
Cabeza, B., Germer, K., Magill, L., Lane, K. L., Carter, E. W., & Oakes, W. P. (2013). <i>The CI3T model of prevention: Supporting academic, behavioral, and social development of students</i> . Nashville, TN: Vanderbilt University. Available at http://vkc.mc.vanderbilt.edu/ci3t/wp-content/uploads/2014/06/Model-of-Prevention-Brief.pdf	<input type="checkbox"/>	<input type="checkbox"/>
Epstein, M. H., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). <i>Reducing behavior problems in the elementary school classroom: A practice guide</i> (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=4	<input type="checkbox"/>	<input type="checkbox"/>
Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). <i>Using student achievement data to support instructional decision making: A practice guide</i> (NCEE #2009-4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12	<input type="checkbox"/>	<input type="checkbox"/>
U.S. Department of Education. (2014). <i>Guiding principles: A resource guide for improving school climate and discipline</i> . Washington, DC: Author. Retrieved from www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf	<input type="checkbox"/>	<input type="checkbox"/>
Yoder, N. (2014) <i>Teaching the whole child: Instructional practices that support social and emotional learning in three teacher evaluation frameworks</i> . Washington, DC: American Institutes for Research Center on Great Teachers and Leaders. Retrieved from www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf	<input type="checkbox"/>	<input type="checkbox"/>
Websites		
Behavior Analyst Certification Board (BACB) www.bacb.com	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Integrated Three-Tiered Model of Prevention www.ci3t.org	<input type="checkbox"/>	<input type="checkbox"/>
The IRIS Center www.iris.peabody.vanderbilt.edu	<input type="checkbox"/>	<input type="checkbox"/>
NorthEast School-wide Positive Behavior Support (NE-SWPBS) www.neswpbs.org	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

FIGURE 9.5. (continued)

Type of resource	To explore	Explored
Reference		
Positive Behavioral Interventions and Supports—OSEP National Technical Assistance Center <i>www.pbis.org</i>	<input type="checkbox"/>	<input type="checkbox"/>
What Works Clearinghouse <i>http://ies.ed.gov/ncee/wwc/default.aspx</i>	<input type="checkbox"/>	<input type="checkbox"/>
IRIS website: Modules and case studies addressing behavior		
Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle <ul style="list-style-type: none"> Module discussing the acting-out cycle stages and strategies for responding to student behavior. <i>www.iris.peabody.vanderbilt.edu/module/bi1</i>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions <ul style="list-style-type: none"> Module describing interventions for increasing compliance and decreasing disruptive and noncompliant behaviors. <i>www.iris.peabody.vanderbilt.edu/module/bi2</i>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan <ul style="list-style-type: none"> Module highlighting the importance of establishing a comprehensive classroom behavior management system (rules, procedures, consequences). <i>www.iris.peabody.vanderbilt.edu/module/beh1</i>	<input type="checkbox"/>	<input type="checkbox"/>
Defining Behavior <ul style="list-style-type: none"> Case study describing how to define behavior in a way that is observable and measurable. <i>www.iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/ICS-015.pdf</i>	<input type="checkbox"/>	<input type="checkbox"/>
Measuring Behavior <ul style="list-style-type: none"> Case study providing information on how to collect data on student behavior (event, interval, duration, and latency recording). <i>www.iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-014.pdf</i>	<input type="checkbox"/>	<input type="checkbox"/>
Norms and Expectations <ul style="list-style-type: none"> Case study providing strategies for establishing classroom norms and expectations. <i>www.iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-003.pdf</i>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection tools		
Behavior Observation System for Students (BOSS; \$29.99) Pearson Education, Inc. <ul style="list-style-type: none"> Records and graphs momentary time-sampling data. Available for Apple and Android products. <i>www.pearsonclinical.com/education/products/100000780/behavioral-observation-of-students-in-schools-boss.html#tab-details</i>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

FIGURE 9.5. (continued)

Type of resource	To explore	Explored
Reference		
Behavior Tracker Pro (\$29.99) Marz Consulting, Inc. <ul style="list-style-type: none"> Records and graphs frequency, duration, interval, and ABC data. Available for Apple products. www.behaviortrackerpro.com	<input type="checkbox"/>	<input type="checkbox"/>
D.A.T.A (Free) Behavior Science.org, LLC <ul style="list-style-type: none"> Records event and duration of up to four behaviors. Available for Apple products. https://itunes.apple.com/us/app/d.a.t.a/id448028783?mt=8	<input type="checkbox"/>	<input type="checkbox"/>
Interval Timer (Free) Deltaworks <ul style="list-style-type: none"> Prompts data recording at any interval length. Requires pen and paper to record data. Available for Apple products. https://itunes.apple.com/us/app/interval-timer-timing-for/id406473568?mt=8	<input type="checkbox"/>	<input type="checkbox"/>
Professional organizations		
Association of Positive Behavior Support (APBS) <ul style="list-style-type: none"> Journal: <i>Journal of Positive Behavioral Interventions</i> www.apbs.org 	<input type="checkbox"/>	<input type="checkbox"/>
Council of Administrators of Special Education (CASE) <ul style="list-style-type: none"> Journal: <i>Journal of Special Education Leadership</i> www.casecec.org 	<input type="checkbox"/>	<input type="checkbox"/>
Council for Children with Behavioral Disorders (CCBD) <ul style="list-style-type: none"> Journals: <i>Behavioral Disorders</i>, <i>Beyond Behavior</i> www.ccbd.net 	<input type="checkbox"/>	<input type="checkbox"/>
Council for Exceptional Children (CEC) <ul style="list-style-type: none"> Journals: <i>Exceptional Children</i>, <i>Teaching Exceptional Children</i> www.cec.sped.org 	<input type="checkbox"/>	<input type="checkbox"/>
Council for Exceptional Children—Division of Research (CEC-DR) <ul style="list-style-type: none"> Journal: <i>Journal of Special Education</i> www.cecdr.org 	<input type="checkbox"/>	<input type="checkbox"/>
CEC Pioneers Division (CEC-PD) <ul style="list-style-type: none"> www.community.cec.sped.org/pd/home 	<input type="checkbox"/>	<input type="checkbox"/>
Council for Educational Diagnostic Services (CEDs) Journal: <i>Assessment for Effective Intervention</i> <ul style="list-style-type: none"> www.community.cec.sped.org/CEDS/home 	<input type="checkbox"/>	<input type="checkbox"/>
Division on Autism and Developmental Disabilities (DADD) <ul style="list-style-type: none"> Journals: <i>Education and Training in Autism and Developmental Disabilities</i>, <i>Focus on Autism and Other Developmental Disabilities</i> www.daddcec.org 	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

FIGURE 9.5. (continued)

Type of resource	To explore	Explored
Reference		
Division for Communicative Disabilities and Deafness (DCDD) <ul style="list-style-type: none"> • Journal: <i>Communication Disorders Quarterly</i> • www.community.cec.sped.org/DCDD/home 	<input type="checkbox"/>	<input type="checkbox"/>
Division on Career Development and Transition (DCDT) <ul style="list-style-type: none"> • Journal: <i>Career Development for Exceptional Individuals</i> • www.community.cec.sped.org/dcdt/home 	<input type="checkbox"/>	<input type="checkbox"/>
Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) <ul style="list-style-type: none"> • Journals: <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i> • www.community.cec.sped.org/DDEL/homepage 	<input type="checkbox"/>	<input type="checkbox"/>
Division for Early Childhood (DEC) <ul style="list-style-type: none"> • Journals: <i>Journal of Early Intervention, Young Exceptional Children</i> • www.dec-sped.org 	<input type="checkbox"/>	<input type="checkbox"/>
Division of International Special Education and Services (DISES) <ul style="list-style-type: none"> • Journal: <i>Journal of International Special Needs Education</i> • www.dises-cec.org 	<input type="checkbox"/>	<input type="checkbox"/>
Division for Learning Disabilities (DLD) <ul style="list-style-type: none"> • Journal: <i>Learning Disabilities Research and Practice</i> • www.teachingld.org 	<input type="checkbox"/>	<input type="checkbox"/>
Division for Physical, Health and Multiple Disabilities (DPHMD) <ul style="list-style-type: none"> • Journal: <i>Physical Disabilities: Education and Related Services</i> • www.community.cec.sped.org/DPHMD/Home 	<input type="checkbox"/>	<input type="checkbox"/>
Division on Visual Impairments and Deafblindness (DVIDB) <ul style="list-style-type: none"> • Journal: <i>DVI Quarterly</i> • www.community.cec.sped.org/DVI/home 	<input type="checkbox"/>	<input type="checkbox"/>
Association for the Gifted (TAG) <ul style="list-style-type: none"> • Journal: <i>Journal for the Education of the Gifted</i> • www.ectag.com 	<input type="checkbox"/>	<input type="checkbox"/>
Technology and Media Division (TAM) <ul style="list-style-type: none"> • Journal: <i>Journal of Special Education Technology</i> • www.tamcec.org 	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Education Division (TED) <ul style="list-style-type: none"> • Journal: <i>Teacher Education and Special Education</i> • www.tedcec.org 	<input type="checkbox"/>	<input type="checkbox"/>

FIGURE 9.5. (continued)