

University of North Texas at Dallas
Spring 2015
SYLLABUS

EDSP 3420D-090: Behavioral Disorders: Characteristics, Identification, & Intervention (3 HRS)	
Division of Education and Human Services	
Instructor Name:	Dr. Paulette C. Walter
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Office Hours:	Tuesdays after class or by appointment.
Classroom Location:	DAL1 Room# 326
Class Meeting Days & Times:	Tuesdays 5:30 PM to 8:20 PM
Course Catalog Description:	This course is designed to provide a comprehensive overview of concepts and issues related to effective methods for behavior intervention for students with exceptionalities. Additionally, student will learn how to implement individualized techniques including applied behavioral analysis, as well as supporting larger group strategies, to promote positive behavioral, social, and emotional growth. Special attention to the development of behavioral intervention plans and positive behavioral supports for students with challenging behaviors will be emphasized along with topics that include ethical and professional behavior of special educators and interpersonal characteristics of effective special education teachers.
Prerequisites:	EDSP 3210, or equivalent, EDSP 3240 & 4320
Required Text:	Alberto Paul A., Troutman Anne. <i>Applied Behavior Analysis for Teachers</i> (9 th ed.) Merrill Prentice Hall
Recommended text and References:	Other required readings as assigned
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

COURSE OBJECTIVES

Upon completion of this course you will be able to:

1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
2. Understand, and evaluate for possible adoption, a variety of empirically-based large classroom management models.

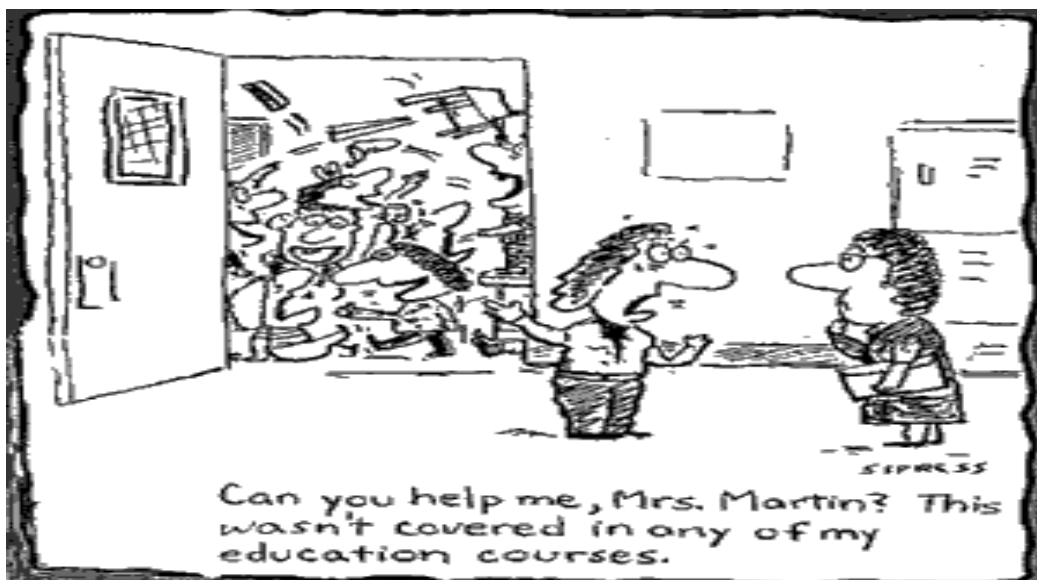
3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.
5. Understand the importance of professional ethics as related to special education programming.
6. Formulate and describe in writing a comprehensive personal philosophy of discipline, which includes components of major discipline models.
7. Deliver a thoroughly researched, professional presentation to peer/colleagues on a model of classroom discipline and management

COURSE CONTENT OBJECTIVES: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

COURSE OUTCOMES: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt the social environment to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP)/Behavior Intervention Plan (BIP).



"Claiming Ignorance is not a suitable defense"

This course addresses the following **National and State Standards and Competencies**:

INTASC	Council for Exceptional Children	TEXES EC -12 Standards
<p>STANDARD 5: Motivation & Management The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p>	<p>Standard 5: Learning Environments and Social Interactions</p> <p>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.</p>	<p>Special Education EC–12 Standard VII:</p> <p>The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</p>

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.

TENTATIVE COURSE SCHEDULE

DATE	Topic/Reading Assignments/Chapters	Your timeline and due dates
January 20	Intro to course and syllabus review	Buy textbook, review syllabus and all assignments. Organize your calendar
January 27	Chapter 1 - Roots of Applied Behavior Analysis	Due: Whole Brain Notebook (WBN) Chapter 1 vocabulary
February 3	Chapter 2 - Responsible use of ABA (aka Chapter 12, 8 th edition, further chapters +1)	Journal Article Review #1 selection submitted for approval Due: WBN Chapter 2 vocab
February 10	Chapter 3 - Preparing Behavioral Objectives	Select participant for behavior change project. Due: WBN Chapter 3 vocab
February 17	Chapter 4 - Procedures for collecting data	Select Data Recording Artifacts Due: WBN Chapter 4 vocab
February 24	Chapter 5 - Graphing Data	Due: Define behaviors/secure approval Due: WBN Chapter 5 vocab Due: Journal Article Review #1
March 3	Chapter 6 - Single subject research design	Baseline observations; Graph Due: WBN Chapter 6 vocab
March 10	Chapter 7 - Functional assessment/analysis Baseline (this should be the last week of initial baseline)	Due: WBN Chapter 7 vocab
March 17*	Chapter 8 - Consequences that Increase Behaviors	SPRING BREAK
March 24	Chapter 9 - Consequences that Decrease Behavior	Due: WBN Chapter 8 vocab Due: WBN Chapter 9 vocab
March 31	Chapter 10 - Differential Reinforcement	Due: WBN Chapter 10 vocab Due: Journal Article Review #2
April 7	Chapter 11 - Providing Generalization of Behavior Change	Due: WBN Chapter 11 vocab
April 14	Chapter 12 - Self Management	Due: WBN Chapter 12 vocab

April 21	Chapter 13 - Putting it all together	No class.
April 28	Behavior Change Project Review	ALL assignments should be turned in. Behavior Change Project must be approved for upload to Tk-20
May 5	Positive Behavior Support Plan Presentations	

COURSE EVALUATION METHODS

(All Your Final Work WILL be Bundled in a Notebook and Submitted as a Portfolio)

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism: Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly professional, responsible, and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention to due dates and notifying professor in advance if an extension of due date is needed due to unforeseen circumstances.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Read the text chapters when assigned.
2. Turning in completed assignments on designated due dates.
3. Interacting in a professional manner (verbally and nonverbally) with other students and professor when meeting.
4. Taking responsibility for your professional learning
5. Taking responsibility for contacting the professor via email, text, or by phone to notify of illness, absence from field experience, or circumstance which may interfere with turning in assignments on time.
6. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

List of Assignments to Demonstrate Your Knowledge – Portfolio

Attendance, Professionalism, and Participation: (150 Points)

You are expected to fully participate in all class activities, including probes, lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

Whole Brain Notebook: (180 Points)

The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Behavioral Change and Research Project: (180 Points)

You will use the principles of applied behavior analysis to conduct a study over the duration of this course. You are required to define a behavior (social or academic), take a baseline of that behavior, assess antecedents to the behavior, conduct a review of the literature to identify a researched behavioral intervention that has a *proven record of success*, select and apply the intervention, record and graph the progress of the intervention, and report your findings

via a research paper and a class presentation. Further guidelines for this project will be posted on Blackboard. Note: Projects must be submitted to Tk-20 AFTER Approval.

Journal Article Critique: (2 @ 50 = 100 Points)

Each student will complete two 1-2 page critiques of two different journal articles related to best instructional practices for students diagnosed with an emotional/behavioral disability or pre-approved by the instructor. Each critique must be from a different article. Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “**Journal Critiques.**”

The journals must be primarily concerned with research studies of behavioral interventions for individuals with exceptional educational needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009. **Journal articles should be a minimum of three full pages of text.** A partial list of acceptable journals is provided in the syllabus. Articles selected must be approved by the professor.

School-Wide Plan: (100 Points)

You will research and present the school-wide plan for positive behavior support at your assigned campus. You must interview, at least, one student, two teachers, and one administrator about the implementation/success/support of the school-wide positive behavior support plan. From the interview you will determine appropriate assessment activities to gather data about behavior management procedures in effect. You will also gather data as to the effectiveness of the procedures. You will then present suggestions sup for improvements to the school-wide plan.

Classroom Plan: 100 (Points)

Each candidate will develop a classroom management plan for positive behavior support within a P-12 classroom. You may use a virtual classroom for the plan. Please identify the grade level. Please articulate your classroom plan to your school-wide plan. Further information and a scoring rubric are located in this document’s appendix.

Positive Behavior Support Plan Presentation: (50 Points)

Using the data generated during the Functional Behavior Assessment, each candidate will develop a Positive Behavior Support Plan based on the function of the behavior for the student exhibiting problematic behavior. If it is feasible, the candidate will collaborate with school personnel to develop the PBSP for the student. Part of this assignment is to collaborate with other team members in problem solving. Further information and a scoring rubric are located in this document’s appendix.

Extra Credit: Throughout this semester, if there are opportunities for extra credit, announcements will be made accordingly.

GRADING PROCEDURES

Grade Distribution You will utilize Blackboard to view your grades and assess your progress throughout the semester. All grades are posted on blackboard immediately after an assignment is graded. Your final grade will be determined by the percentage of possible points earned through the methods of evaluation listed above. Please use office hours for all grade discussions.

Method	Points
1. Attendance, Professionalism, Participation	150
2. Whole Brain Notebook	180
3. Behavior Change Project	180
4. Journal Article Critiques	100
5. School-Wide Plan	100
6. Classroom Plan	100
7. Positive Behavior Support Plan Presentation	40
Total	850

Grade	Points Required
A	761 - 850
B	676 - 760
C	591 - 675
D	506 - 590
F	505 or below

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given **without documentation of extenuating circumstances**.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the spring administration of the SETE will remain open through the week of finals.

****Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. **This vocabulary use will result in an automatic deduction on your assignment grade.**

Written Assignments: All written assignments should follow **APA format**. Work must be typed, double-spaced and have a cover sheet that includes your name, date, institution, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. **Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.**

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. **In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.**

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. **The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.**

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another

person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.

JOURNAL ARTICLE CRITIQUES

The purpose of this activity is to help you begin to use special education literature to find teaching techniques/strategies to meet the instructional and management needs of your students. You will complete two journal critiques related to a behavioral research study pre-approved by the instructor. The critiques will be submitted at various points throughout the course, so consult the Course Schedule for due dates.

Your response must be typewritten. Attach the article to the critique with a paper clip. Your task is as follows:

1. During this semester, select your journal article(s) (found in special education journals) that describes a **research study** addressing behavioral instruction or behavior management methods/procedures you could use to support students with the exceptionalities.
2. Format of the critiques will be as follows:
 - (a) **Cover page** in APA format

(b) **Summary of the article:**

* 2 Paragraphs on what the author (s) did (e.g., purpose, **how the study was conducted**)

* 2 Paragraphs on what was learned, findings, implications

Do not copy the article's abstract; create your own summary of the article.

(c) **Application:**

* 2 Paragraphs of how you will apply what you learned to your current or future work, how will this information affect your teaching style

(c) **Conclusion:**

*1 Paragraph that serves as an overall conclusion

(d) **Reference.**


Author(s) Last name, First initial. (Year). Article title (only first word & word after : capitalized). *Journal Name*, *Volume* (Number), page number(s).

Example reference:

Hosp, J. L., & Reschly, D. J. (2004). Disproportionate representation of minority students in special education: Academic, demographic, and economic predictors. *Exceptional Children*, 70(2), 185-199.

Whole Brain Notebook – Example

Chapter 's Name: The American Law
Professional Language Vocabulary 1 of 14
Date: Dec 04, 2004

<p>1. Vocabulary Concept or Term: Social Justice</p> <p>2. Definition: Social Justice is based on the concept of human rights and equality among various social classes in a society.</p>	<p>3. Locate a visual graphic that represents the concept and its definition (<i>see below</i>)</p> 
<p>4. Evaluation: Describe how the visual graphic represents the vocabulary concept and it's definition:</p> <p>The image symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands represent harmony and equality and that every human has the right to equal and just treatment.</p>	

**APA Article Review
 Grading Rubric**

Criteria	Unsatisfactory	Acceptable	Advanced	Score
Title Page	Includes: 3 or fewer criteria	Includes: 4 out of 5 criteria	Includes: - Page Header - Running Head - Title - Name - Institutional Affiliation	5
Literature Review	Includes: 1 or fewer criteria	Includes: 2 out of 3 criteria	Includes: -2 Paragraphs on what the author (s) did (e.g., purpose, how the study was conducted) - 2 Paragraphs on what was learned - Article attached	15
Professional Application	Includes: Does not meet criteria	Includes: 1 out of 2 criteria	Includes: - 2 Paragraphs of how you will apply what you learned to your current or future work - 1 Paragraph that serves as an overall conclusion	10
APA Writing Style for Literature Review and Professional Application	Includes: 5 or fewer criteria	Includes: 6 out of 8 criteria	Includes: - APA (2011) writing conventions (this is not an exhaustive list) - Double Spaced - Punctuation - Paragraph Construction - Spelling - Active Voice - Parenthetical References - Use of “and “ and “ampersand” - Direct Quotes (optional) - Level Three Headings	10
Reference Page	Includes: 6 or fewer criteria	Includes: 8 out of 10 criteria	Includes: - “Reference” centered as a level 1 heading - APA (2011) writing conventions - Double Spaced - Hanging Indent - Date - Article Title - Electronic Version - Volume Number - Page Numbers - Punctuation	10

Total 50

Scoring Rubric - Classroom Management Plan

Criteria	Below Standard	Almost Meets	Meets Standard	Exceeds Standard
Written Language Mechanics	Incomplete sentences, or sentences with > 25 words (1)	Mostly complete sentences and paragraphs (3)	Correct use of grammar and spelling with minimal errors (4)	Error-free paper (10)
Instructional Planning	Little mention of relationship between appropriate instruction and student behavior (0)	Some mention of instructional planning (5)	Explicitly states procedure for delivering instruction (8)	States procedures for planning, delivering, and evaluating instruction (25)
Procedures	Statement that procedures will be taught (2)	List of procedures (5)	Specific instruction for specific procedures (8)	All previous plus method to evaluate effectiveness of procedure instruction (30)
Rules/Consequences	No rules or consequences (0)	3-5 rules (3)	3-5 rules and consequences (4)	Statement of expected behaviors in classroom as well as consequences of failure (10)
Families and Community	No mention of families or communities (0)	Includes a reference to family or community (3)	Incorporates direct tie between management plan and families/community (4)	Includes process for including families/community in management plan (15)
Development of Student Self Management	No relationship of plan to concept of student responsibility (0)	Connection between rules, instruction, and student responsibility (3)	Connection between rules, procedures, instruction, responsibility, and future success (4)	Creative use of a theme to integrate instruction, management, and student leadership (10)

Total 100

Behavior Change Project Rubric

Element	Needs Improvement	Meets	Exceeds
Conduct Interviews	Interviews 1 person (5)	Interviews teacher and one other person (9)	Interviews 2 school staff, family member, and/or student (10)
Conducts ABC and Competing Pathway observation	No direct observation or target behavior not observable/measurable (5)	3 observation of o/m target behavior (9)	More than 3 observation of o/m target behavior in more than 1 setting (10)
Hypothesis statement	Statement does not relate to observations or interviews and does not state the function. (2)	Statement flows from interviews, observation and states the function of the behavior (4)	Statement makes a direct connection to data from interviews and observations and discusses the function of the behavior (6)
Increased target behavior	Focus on undesired behavior only (2)	States replacement behavior for undesired behavior (5)	States replacement behavior that serves same function as hypothesis statement (7)
Student's goal (s) (PBS)	Unrealistic goal (s) (2)	Realistic goal (s) for criteria replacement behavior (5)	Uses student input to develop goal (s) that is realistic and analyzed for benchmark objectives if necessary (7)
Collaboration	FBA & PBS plan developed by one person (2)	FBA & PBS plan completed with the teacher (5)	FBA & PBA plan completed with school staff and family and /or student (7)
Graphs	One graph demonstrating occurrences of observed behavior	Baseline data demonstrating additional conditions of behavioral occurrences	Baseline Data, Conditions, and Intervention Data presented
Follow-up	Did not follow-up (1)	Made phone call about student's performance (2)	Made observation to collect data on student performance (3)

School-Wide Plan Rubric

Performance Area	Not Proficient	Proficient	Advanced
Description	Incomplete description of process (0-15)	Complete description of stakeholders and process. (15-20)	Complete description of stakeholders, process, training, and evaluation. (20-25)
Application	Interviews of 1 teacher and 1 student regarding effectiveness of program and support. (0-15)	At least 1 administrator, 2 teachers, and 2 students regarding program effectiveness and support (15-20)	More than 3 staff and 5 students interviewed and more than 3 products collected (20-25)
Evaluation	Evaluation tool scored incorrectly or summary report does not report valid findings (0-15)	Evaluation tool scored correctly and summary report described assessment results (15-20)	Scored correctly and summary report described valid interpretation of assessment (20-25)
Recommendations	Recommendations on summary report are vague or do not reflect assessment results (0-15)	Recommendations are suggested that are clearly related to the assessment data (15-20)	Recommendations on report are stated positively and are reasonably calculated for implementation with integrity (20-25)

Total 100

Positive Behavior Support Plan Presentation

A presentation (a maximum of 20 minutes) of the 3 projects: behavior change project, classroom management plan, and school-wide plan, demonstrating how these plans relate to each other and why the use of these coordinated plans constitute best practice in education.