

George Mason University Graduate School of Education

Program: Special education

Course title: EDSE 502 Section 623: Classroom Management and Applied Behavior Analysis

Spring, 2005

Instructor:	David Gerber, M.Ed.	Class meeting times:	Monday 4:30-8:80pm
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Course Description

The focus of this course is to help students further understand, identify, record, evaluate and positively impact the learning culture of special education and diverse learners. The class will include and focus on different theories of classroom management, practical and immediately applicable management and facilitation tools, methods for utilizing the physical environment to increase learning potential and related technological advances. Additionally, there will be emphasis on developing and implementing classroom and individual behavior management plans.

Pre-requisites

None

Special Notes

If you believe you need any course adaptations or accommodations because of a disability or if you have emergency medical information to share with the instructor or need arrangements, please call or make an appointment with the instructor as soon as possible.

Thank you to Dr. Joseph Gagnon for his help in preparing for this course.

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved March 2004

Student Outcomes

Upon Completion of this course, students will be able to:

1. Develop and Implement a Behavior Change Program
2. Demonstrate ethical considerations involved with classroom management programs
3. Describe and demonstrate how to create a positive, supporting, safe classroom culture and physical environment
4. Describe and demonstrate how to create an environment that appreciates and values diversity
5. Demonstrate knowledge of modifying teacher behavior and/or the learning environment (curriculum and/or physical arrangement) in order to manager 'negative' student behavior
6. Design learning environments and utilize technological advances to support and enhance instruction
7. Demonstrate intervention and prevention strategies for students demonstrating negative classroom behavior.
8. Define behavior change vocabulary/terminology
9. Define and explain principles of applied behavioral analysis
10. Demonstrate knowledge of various classroom management, facilitation and behavior management styles.

Required Text---(Relevant readings will be assigned in the syllabus and/or utilized in class)

Alberto, P.A. & Troutman. A.C. (1999). *Applied Behavioral Analysis for Teachers* (Fifth Ed.) New York: Macmillan Publishing Company.

Danforth, S. & Boyle, J. (2000). *Cases in Behavior Management*. Columbus, OH: Prentice Hall.

Martella, Ronald, Nelson, J.Ron, Martella, Nancy E. *Managing Disruptive Behaviors in the Schools*. Boston: Pearson Education, Inc.

Relationship of this Course and the overall program goals and professional organizations

This course is part of the George Mason University, Graduate School of Education Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this class cover many of the competencies for learning environments and social interactions.

The CEC standards are listed at the following URL:

http://www.cec.sped.org/ps/perf_based_stdts/common_core_4-21-01.html

CEC standards that will be addressed in this class include of the disability-specific standards for ED/LD, MR) Standard Five: Learning Environments and Social Interactions. This class will also address many of the following core standards:

Standard 5 – Learning Environments and Social Interactions

Knowledge

1. Demands of learning environments.
2. Ways specific cultures are negatively stereotyped.
3. Basic Classroom management theories and strategies for individuals with exceptional learning needs.
4. Ways to create learning environments that allow individuals to retain and appreciate their own and other people's heritage and culture.
5. Strategies for crisis prevention and intervention.
6. Teacher's attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
7. Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
8. Social skills needed for educational and other environments.

Skills

1. Modify the learning environment to manage behaviors
2. Identify supports needed for integration into various program placements
3. Create a safe, equitable, positive, and supportive learning environment in which diversity is valued and respected.
4. Identify realistic expectations for personal and social behavior in various settings.
5. Design learning environments that encourage active participation in individual and group activities.
6. Use universal precautions.
7. Establish and maintain rapport with individuals with and without exceptional learning needs.
8. Structure, direct and support the activities of para-educators, volunteers and tutors
9. Create an environment that encourages self-advocacy and increased independence.
10. Organize, develop and sustain learning environments that support positive intra-cultural and intercultural experiences.
11. Mediate controversial intercultural issues among students within the learning environment in ways that support and enhance culture, groups and individuals.
12. Utilize effective behavior management strategies.
13. Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
14. Design and manage daily routines.

Nature of Course Delivery

1. Learning activities include the following:
2. Socratic discussion, class lecture and discussion
3. Situational analysis and role playing
4. Individual, small and large group reading and writing activities and assignments
5. Application activities using assessment tools
6. Case Study

Methods for Evaluation

1. Class attendance and participation
2. Classroom Management Plan
3. Behavior management Program
4. Applied Behavior Analysis Project
5. Social Skills Lessons
6. School Discipline Plan

Please Note: This syllabus may change according to class needs.

Late Work

Work is expected to be submitted on time. Five points per day will be subtracted for late work not previously approved by the instructor on all assignments.

Grading Criteria

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

1. Classroom Participation (30 Points)
2. Classroom Management Plan (60 points)
3. Behavior Management Program (50 points)
4. Applied Behavior Analysis Project (60 points)
5. Social Skills Lessons (25 points)
6. School Discipline Plan (25 points)

REPRESENTATIVE ASSIGNMENTS

Each of the following could be included in the student portfolio:

1) Classroom Management Plan (individual project)

Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include: (a) a detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations where appropriate); (b) a sample daily schedule for the classroom teacher; (c) behavior management techniques and rationale for choice(s) (include citations where appropriate); (d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in class and the texts.

2) Behavior Management Program (individual project)

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method for evaluating program effectiveness.

3) Applied Behavior Analysis Project (individual project)

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or as a last resort, a scenario from *Cases in Behavior Management* (you would need to supplement the text information with fictional information).

4) Social Skills Lessons (small group project)

Design a set of social skills lessons to address the following inappropriate behaviors. You must provide a rationale for your lesson plan.

- hums in class
- picks nose
- profanity
- cries a lot
- steals
- hits other students
- fidgets
- preoccupied with sex

5) School Discipline Plans (small group project)

Examine the “code of conduct,” or behavioral plan at the school from which you work. Within your group, compare and contrast your schools’ plans to the Positive Intervention and Support (PBIS) model. Make an informal written report and “report out” to the large group.

It is recommended that students retain electronic and hard copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

COURSE TOPICS

Session 1	<ul style="list-style-type: none"> • Introduction; principles of classroom management 	March 17 th
Session 2	<ul style="list-style-type: none"> • Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA. 	March 31 st
Session 3	<ul style="list-style-type: none"> • Creating positive interpersonal relationships in the classroom 	April 7 th
Session 4	<ul style="list-style-type: none"> • Development and implementation of systematic behavior management plans, individualization 	April 14 th
Session 5	<ul style="list-style-type: none"> • Creating positive interpersonal relationships in the classroom, teaching social skills, rules, and routines 	April 21 st
Session 6	<ul style="list-style-type: none"> • Problem Solving • Functional assessment of behavior • Differential reinforcement: stimulus control and shaping 	April 28 th
Session 7	<ul style="list-style-type: none"> • Preparing behavioral objectives; selection of target behaviors; defining behaviors 	May 5 th
Session 8	<ul style="list-style-type: none"> • Procedures for collecting data; graphing data, selecting an observation system; methods of recording data. • Providing for generalization of behavior change • Applied Behavioral Analysis 	May 12 th
Session 9	<ul style="list-style-type: none"> • Single subject research design; reversal, changing criterion, multiple baseline and other designs • Arranging consequences that increase existing behaviors • Arranging consequences that decrease behavior • Teaching students to control their own behavior 	May 19 th
Session 10	<ul style="list-style-type: none"> • Development and implementation of systematic behavior management plans • Projects Due and Collected on this date • Presentation of Project(s) created and submitted 	May 26 th

Session One: Introduction; principles of classroom management

Overview

- Introduction; principles of classroom management, physical environment, theoretical models of behavior
- Overview of Classroom Reading
- Project Overviews and Provide Rubrics and Due Dates---
- Discuss Blackboard
-
- Classroom Management and Facilitation Tools

Homework:

- Generate Questions on Projects and/or Curriculum for the semester
- Read Handout on Applied Behavioral Analysis

Session Two: Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA; classroom management and facilitation tools

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Read Chapter 3 and 4 in class activity from the Martella Book
- Classroom management in perspective; legal issues involving discipline of special needs students in light of reauthorization of IDEA.
- Classroom Management and Facilitation Tools II

Homework:

- Work on Individual Projects

Session Three: Behavior Management Systems

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Behavior Management Systems
- Creating positive interpersonal relationships in the classroom
- Classroom Management and Facilitation Tools III

Homework:

- Read Chapter 1 & 2 in the Martella Book and Chapters 1 and 2 in Alberto

Session Four: Development and implementation of systematic behavior management plans, individualization

Overview

- 1) **Classroom Management Plan (individual project)**
- 2) **Behavior Management Program (individual project)**

Read 7, 8, of Martella

Review of Previous Session (if needed)

- Introduction of new material
- Utilize Case Studies from “Cases in Behavior Management”

Homework:

- Read Chapter 5 and 6 from Martella

Session Five: Creating positive interpersonal relationships in the classroom, teaching social skills, rules, and routines

Assertive Discipline and other behavior management systems

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Creating positive interpersonal relationships in the classroom, teaching social skills, rules, and routines
- Assertive Discipline and other behavior management systems

Homework:

Work on selected Projects

Read Chapter 3, 4, 5 of Alberto on Applied Behavioral Analysis

Session Six: Using problem solving to resolve behavior problems
Functional assessment of behavior

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Using problem solving to resolve behavior problems
- Functional assessment of behavior
- In-class Activity will utilize Alberto, Chapter 6 and 9

Homework:

- Work on Selected Projects
- Read Selected chapters from Alberto

Session Seven: Preparing behavioral objectives; selection of target behaviors; defining behaviors

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Preparing behavioral objectives; selection of target behaviors; defining behaviors
- Utilize Chapter 7 and 8 of Alberto

Homework:

- Work on Selected Projects
- Read selected chapters from Alberto

Session Eight: Procedures for collecting data; graphing data, selecting an observation system; methods of recording data; generalizations for behavior

Overview

***Social Skills Lessons (small group project)**

***School Discipline Plans (small group project)**

***Utilize Case studies (individual work, if time available)**

- Review of Previous Session (if needed)
- Introduction of new material
- Procedures for collecting data; graphing data, selecting an observation system; methods of recording data.
- Providing for generalization of behavior change
- Utilize Chapters 10,11,12 of Martella in class activity

Homework: Alberto Chapter 10

Session Nine: Single subject research design; reversal, changing criterion, multiple baseline and other designs; consequences and control; Applied Behavioral Analysis.

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Applied Behavioral Analysis
- Single subject research design; reversal, changing criterion, multiple baseline and other designs
- Arranging consequences that increase existing behaviors
- Arranging consequences that decrease behavior
- Teaching students to control their own behavior—Alberto Chapter 11
- All projects due on this date
 - Include an 8x11 self-addressed, stamped envelope if you want your project returned.

Homework:

- Read Appendices of Martella and chapters 12 from Alberto

Session Ten: Development and implementation of systematic behavior management plans and Presentation of Project(s) created and submitted

Overview

- Review of Previous Session (if needed)
- Introduction of new material
- Development and implementation of systematic behavior management plans
- Presentation of Project(s) created and submitted

Homework: None

Also, see the attached rubrics (which can be found on Blackboard as well) Please include a self addressed, stamped envelope for the price of return shipping

1) Classroom Management Plan (individual project)

Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include: (a) a detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations where appropriate); (b) a sample daily schedule for the classroom teacher; (c) behavior management techniques and rationale for choice(s) (include citations where appropriate); (d) the philosophy of classroom management on which the behavior management system is based with references to models discussed in class and the texts.

2) Behavior Management Program (individual project)

Given a profile of a student who has behavioral problems, complete a functional behavior assessment and write a behavior management program for that student. Identify a method for evaluating program effectiveness.

3) Applied Behavior Analysis Project (individual project)

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or as a last resort, a scenario from *Cases in Behavior Management* (you would need to supplement the text information with fictional information).

4) Social Skills Lessons (small group project)

Design a set of social skills lessons to address the following inappropriate behaviors. You must provide a rationale for your lesson plan.

- hums in class
- picks nose
- profanity
- cries a lot
- steals
- hits other students
- fidgets
- preoccupied with sex

5) School Discipline Plans (small group project)

Examine the “code of conduct,” or behavioral plan at the school from which you work. Within your group, compare and contrast your schools’ plans to the Positive Intervention and Support (PBIS) model. Make an informal written report and “report out” to the large group.

Applied Behavior Analysis Project Rubric

Develop and implement an applied behavior analysis project on an individual with whom frequent contact is available during this course. You may use a student, family member, friend, or a scenario from *Cases in Behavior Management* (you would need to supplement the text information with fictional information). You may work individually or with partner. However, if you have a partner, you should each submit a copy of the paper separately.

Grading criteria (60 points)

95 –100% = A	(57-60 points)
90 – 94% = A-	(54-56 points)
80 – 89% = B	(48-53 points)
70 – 79% = C	(42-47 points)
< 70% = F	(<42 points)

Council for Exceptional Children (CEC) Standards addressed:

Standard 5 - Learning Environments and Social Interactions

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
APA (5 points)	Correct citations and references	Minimal errors	Multiple errors
Introduction (5 points)	Introduction provides general context with citations and areas to be covered	Introduction provides general context and areas to be covered	Introduction identifies areas to be covered

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Description of participant(s) (15 points)	Provides description of student(s) with specific and relevant examples that support need for ABA; Notes behavior that is targeted to change; Operationally defines behavior; Prepares behavioral objectives	Provides description of student(s) with a few examples that support need for ABA; Notes behavior that is targeted to change; Operationally defines behavior; Prepares behavioral objectives	Provides general description of student(s) with little or no support for ABA; Does not adequately identify target behavior, operationally define behavior or prepares behavioral objectives
Description of methods (20 points)	Explains and implements ways to measure target behavior; Develops a sound behavior change program supported by research citations; Implements behavior change program; Collects baseline and intervention data	Explains and implements ways to measure target behavior; Develops a sound behavior change program; Implements behavior change program; Collects baseline and intervention data	Inadequate explanation and implementation of measuring target behavior, little or no basis for behavior change program, program inconsistently implemented
Description of results (10 points)	Computer generated, clear and properly labeled graph of data; Data objectively summarized in text	Clear and properly labeled graph of data; Data objectively summarized in text with few subjective statements	Unreadable graph; Data subjectively described
Discussion (5 points)	Reviews salient points, limitations, and data-based conclusions related to previous research	Reviews salient points, limitations and data-based conclusions	Generally reviews issues

Behavior Management Program Rubric

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
APA (5 points)	Correct citations and references	Minimal errors	Multiple errors
Complete FBA observation and interview forms (10 points)	Forms completed and readable with succinct and comprehensive detail; salient points are noted on forms	Forms completed and readable with adequate amount of detail; most salient points are noted on forms	Forms not completed, unreadable, information is vague, or key points not noted
Hypothesis (10 points)	Develops hypothesis that describe a specific behavior, a specific type of situation in which it occurs, and the outcomes or reinforcers that maintain it in that situation; The hypothesis is supported through a specific statement that notes observation and interview information	Develops hypothesis that describe a specific behavior, a specific type of situation in which it occurs, and the outcomes or reinforcers that maintain it in that situation; The hypothesis is conceptually linked to observation and interview information	Develops hypothesis that omit any of the following: a describe specific behavior, a specific type of situation in which it occurs, and the outcomes or reinforcers that maintain it in that situation; Hypothesis is not supported through observation and interview information

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Plan (15 points)	Develops a behavior plan with goals and objectives for the problem behavior; Plan, goals and objectives are logical, and supported by related research	Develops a behavior plan with goals and objectives for the problem behavior; Plan, goals and objectives are logical, given the information	Incomplete behavior plan with goals and objectives for the problem behavior; Plan, goals and objectives are not logical, given the information
Evaluating Program Effectiveness (10 points)	Evaluation of program effectiveness is based on data and text citations supporting approach are included; plan for collecting data is clear and frequency of data collection is sufficient to detect patterns	Evaluation of program effectiveness is based on data; plan for collecting data is clear and frequency of data collection is sufficient to detect patterns	Evaluation of program effectiveness is subjectively based; plan is vague and insufficient to detect patterns

Grading criteria (50 points)

- 95 – 100% = A (47-50 points)
- 90 – 94% = A- (45-46 points)
- 80 – 89% = B (40-44 points)
- 70 – 79% = C (35-39 points)
- < 70% = F (<35 points)

Council for Exceptional Children (CEC) Standards addressed:

Standard 5 – Learning Environments and Social Interactions

Classroom Management Plan Rubric

Observe a classroom, develop an ideal fictional classroom, or report on your own classroom management plan. Pick one room and period (especially critical for secondary teachers) and include: (a) a detailed drawing of your classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (include citations as appropriate); (b) a sample daily schedule for the teacher (if block schedule, note days the class occurs) ; (c) a behavior management plan and the rationale for the approach (include citations as appropriate); and (d) the philosophy of classroom management with references to models discussed in text and lectures.

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
APA (5 points)	Correct citations and references	Minimal errors	Multiple errors
Drawing of classroom (10 points)	Clear drawing that includes location of centers, desks, etc. and a detailed rationale for this particular arrangement	Clear drawing that includes location of centers, desks, etc. and a rationale for this particular arrangement	Unclear drawing and vague or incomplete rationale for this particular arrangement
Daily schedule (10 points)	Clear, concise daily schedule with brief rationale in areas of scheduling where teacher decisions are made	Clear, concise daily schedule	Incomplete daily schedule
Behavior Management Plan (20 points)	Operationally defines behavior; Defines and sets criteria for positive/negative consequences; Identifies class rules and routines and how they support the plan; States clear and logical rationale for plan with support from research	Operationally defines behavior; Defines and sets criteria for positive/negative consequences; Identifies class rules and routines and how they support the plan; states clear and logical rationale for plan	Limited or no operational definition of behavior and consequences; Inadequately sets criteria for positive/negative consequences; Does not identify class rules and routines and how they support the plan; Vague rationale for plan

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Philosophy of classroom management (15 points)	Philosophy clearly stated with references to models discussed in text and lectures; Additional support from research included	Philosophy clearly stated with references to models discussed in text and lectures	Vague description of philosophy with little or no reference to models discussed in text and lectures

Grading criteria (60 points)

95 –100% = A (57-60 points)

90 – 94% = A- (54-56 points)

80 – 89% = B (48-53 points)

70 – 79% = C (42-47 points)

< 70% = F (<42 points)

Council for Exceptional Children (CEC) Standards addressed:

Standard 5 – Learning Environments and Social Interactions

Social Skills Lessons Rubric

Design a lesson to promote a pro-social skill. Incorporate components of direct instruction (di) into your lesson.

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Description of students (5 points)	Includes relevant information related to student academic and social functioning and classroom situation	Includes some relevant information related to student academic and social functioning and classroom situation	Includes little or vague information related to student academic and social functioning and classroom situation
Social skill (5 points)	Topic chosen is age appropriate, socially valid, and briefly justified	Topic chosen is age appropriate and socially valid	Topic chosen is not age appropriate and socially validity is questionable
Use components of direct instruction (10 points)	Clearly and thoroughly represents in lesson or explains how the following are included: Clearly communicate to students the goal/purpose of the lesson; Present a well-organized, sequenced lesson; Use a “lead-model-test” strategy when presenting new material; Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect); Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy.	Adequately represents in lesson or explains how the following are included: Clearly communicate to students the goal/purpose of the lesson; Present a well-organized, sequenced lesson; Use a “lead-model-test” strategy when presenting new material; Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect); Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy.	Represents vaguely or incompletely in lesson or explains how the following are included: Clearly communicate to students the goal/purpose of the lesson; Present a well-organized, sequenced lesson; Use a “lead-model-test” strategy when presenting new material; Give examples of clear instructional feedback (explain why an answer/response is correct/incorrect); Explain how you will ensure student success in each lesson by programming to promote high rates of student accuracy.

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Programming for generalization (5 points)	Includes more than one example of programming for generalization and on-going monitoring	Includes an example of programming for generalization	Vague or inappropriate example of programming for generalization

Grading criteria (25 points):

- 95 –100% = A (23-25 points)
- 90 – 94% = A- (22 points)
- 80 – 89% = B (20-21 points)
- 70 – 79% = C (17-19 points)
- < 70% = F (16 points or less)

Council for Exceptional Children (CEC Standards) addressed through task:

Standard 5 - Learning Environments and Social Interactions

Comparison of School Discipline Plans Rubric

Examine the behavioral plan at the school where you work. Individually or within a group, compare and contrast your schools' plans to the Positive Intervention and Support (PBIS) model. Report your findings to the large group.

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Similarities (12 points)	Thorough and concise list of key similarities between PBIS and comparison school	Concise list of several key similarities between PBIS and comparison school	Few key similarities noted
Differences (13 points)	Thorough and concise list of key differences between PBIS and comparison school	Concise list of several key differences between PBIS and comparison school	Few key differences

Grading criteria (25 points):

- 95 – 100% = A (23-25 points)
- 90 – 94% = A- (22 points)
- 80 – 89% = B (20-21 points)
- 70 – 79% = C (17-19 points)
- < 70% = F (16 points or less)

Council for Exceptional Children (CEC Standards) addressed through task:

Standard 5 - Learning Environments and Social Interactions