EDSE 402 Section 001
Classroom Management and Applied Behavior Analysis
Fall 2011
Tuesdays 4:30 to 7:10 PM
Krug Hall Room 19

PROFESSOR
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COURSE DESCRIPTION
This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized.

NATURE OF COURSE DELIVERY
Learning activities in this class will include the following:
1. Class lectures, power point handouts, discussions, activities and active participation
2. Study and independent library research
3. Application activities
4. Presentations of papers and projects using the American Psychological Association format (6th edition)

COURSE CONTENT
This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

STUDENT OUTCOMES

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

- Design learning environments including use of technological advances which support and enhance instruction*
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior*
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs*
- Demonstrate how to create a safe, positive, supporting environment which values diversity*
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors which can positively or negatively influence student behavior
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors*
- Demonstrate an awareness of strategies to use for crisis prevention/intervention*
- Define behavior change terminology and principles of applied behavior analysis*
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors*
- Describe, understand, and apply single subject research designs*
- Develop and implement a behavior change program*
- Describe strategies for promoting self-management*
- Develop a lesson to teach prosocial skills
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model*

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia. 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 course cover many of the competencies for learning environments and social interactions.

Links to the CEC Standards can be found at the following web site:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards

CEC standards that will be addressed in this class include some of the disability-specific standards for EBD, LD, and DD (Standard 5: Learning Environments and Social Interactions). The class will also address some of the following core standards:

Standard 5: Learning Environments and Social Interactions

Knowledge:
- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning

needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.
- Advantages and disadvantages of placement options for individuals with emotional/behavioral disorders.

Skills:
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and inter-cultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of para-educators, volunteers, and tutors.
- Use universal precautions.

REQUIRED TEXTBOOKS
Alberto, P.A. & Troutman, A.C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River NJ: Pearson Merrill Prentice Hall Publishing Company.

Scheuermann, B.K. & Hall, J.A. (2008). *Positive behavioral supports for the classroom.* Upper Saddle River NJ: Pearson Merrill Prentice Hall Publishing Company.

OPTIONAL RESOURCES

American Psychological Association (2009*), Publication Manual of the American Psychological Association*, (6th ed.) Washington, D.C.: American Psychological Association.

COURSE SCHEDULE
Note: the schedule is subject to change according to class needs and pace of content coverage.

Date	Class Activities	Required Readings	Assignments Due
Week 1 8/30	Introduction; Principles of Classroom Management; Attitudes Toward Students with Behavior Management Issues		
Week 2 9/6	Classroom management; legal issues involving discipline of students with special needs & IDEA	Alberto and Troutman (A &T), Chapter 1; Scheuermann & Hall (S & H), Chapter 1, 2	
Week 3 9/13	School-wide Context for Behavioral Supports; Behavior management systems	S & H, Chapter 12	Bring School-Wide Discipline Plan, Secure classroom observation site Quiz #1
Week 4 9/20	Universal prevention approaches; Development and implementation of systematic behavior plans; Cultural context; Physical classroom arrangement	S & H, Chapters 5 & 6	PBIS Group Project, Research Critique #1 Proposal,
Week 5 9/27	Teaching social skills; Creating positive interpersonal relationships in the classroom	S & H Chapter 7	Research Critique #1 Proposal
Week 6 10/4	Using problem solving to resolve problems with behavior; Importance of effective instruction; Adapting instruction	S & H Chapter 8	Classroom Management Plan, Research Critique #1, Research Critique #2 Proposal Quiz # 2
Week 7 10/11	Columbus Day Recess Make-Up for Monday Classes: **NO CLASS**		

Week 8 10/18	Behavioral objectives; Collection and recording data; Functional behavioral assessment	A & T Chapters 2, 3, 12	Research Critique #2,
Week 9 10/25	Behavior change/behavior intervention plans; Single subject research design: reversal, changing criterion, multiple baseline, and other designs	A & T Chapter 5 S & H Chapter 3 & 4	Quiz #3
Week 10 11/1	Arranging consequences that increase existing behaviors; Schedules of reinforcement	A & T Chapter 7 S & H Chapter 9	Discussion of Research Critique (#1 or #2), Behavior Assessment Project
Week 11 11/8	Arranging consequences that decrease behavior; Differential reinforcement; Stimulus control and shaping	A & T 8 & 9 S & H Chapter 10 (except pages 372-380)	
Week 12 11/15	Teaching students to manage their own behavior; Providing generalization of behavior change; Crisis management	A & T Chapter 10 & 11 S & H pp. 372-380	Quiz #4
Week 13 11/22	Catch up on topics above		Work on ABA project
Week 14 11/29	Presentations of ABA projects		Final Version of ABA Project (also post to TaskStream)
Week 15 12/6	Presentations of ABA projects **FINAL CLASS**		Presentation of ABA Project

GENERAL GUIDELINES FOR COURSE

All assignments should be word-processed and are due at the start of class (4:30 pm) on the dates indicated including assignments submitted through Blackboard. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20-point assignment will lose 2 points per day while a 50-point assignment will lose 5 points per day for each day late.) Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect college-level spelling, syntax, and grammar. If you experience difficulties with the writing process, you will need to document your work with your university's Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

NOTE: If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

COURSE EXPECTATIONS

- Students are expected to (a) attend all classes during the session, (b) arrive on time, and (c) stay for the duration of class time.
- During class time, computers and peripherals are to be used only for work related to class. Students found using the computer (whether personal laptop, lab computer, or hand-held device) for purposes other than the assigned activity will be asked to turn off their equipment and will not receive participation points for that class session.
- Routine access (several times each week) to electronic mail and Blackboard for communication and assignment updates is crucial to participation in this class. For each class hour devoted to this course content, students are expected to spend 2.5 hours outside of class on course related assignments, which is a typical of the in-class to out-of-class ratio for an undergraduate level course.
- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines: http://www.psywww.com/resource/apacrib.htm. You may also purchase the APA manual listed under optional resources above. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.collegeboard.com/student/plan/college-success/10314.html.
- We will use person-first language in our class discussions and this should be done in written assignments. Please refer to "Guidelines for Reporting and Writing about people with disabilities" http://www.apastyle.org/manual/related/guidelines-reporting-and-writing.pdf

COURSE REQUIREMENTS

1. **Class Participation (14 points):** Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and role-plays will be presented in class that are not part of the text and can only be experienced in class sessions. As part of this course, you are expected to be an active and respective participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week (14 weeks). Students who

successfully complete 13-14 in-class activities will earn 14 points, students who successfully complete 12 in-class activities will earn 8 points, students who successfully complete 11 in-class activities will earn 2 points, and students who complete between 0-10 in-class activities will receive 0 points. Completion of in-class activities includes both active participation in the activity and submission of a permanent product (form, summary statement, reflection, etc). Students who miss class will not have the opportunity to make up missed in-class assignments.

2. **In-Class Quizzes (4 @ 6 points each):** Four short answer quizzes will be given in class that will cover material given in assigned readings. These will be open-book quizzes so be prepared to have your book in class in hard copy or electronic format as well as additional readings that are assigned for that night. The purpose of this assignment in part is to be sure students have read assigned material in the assigned texts and any supplemental readings assigned. It will also give students an opportunity to demonstrate understanding of the material read via written activities that allow them to summarize and synthesize key points covered. An assignment rubric is included below. (See class schedule for Quiz dates)

3. **Comparison of School Discipline Plans (10 points) (group project, in class):** Each group member will obtain and examine the discipline plan from a school. Within your group, compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model. You will report your findings to the large group. See grading rubric below. (Bring plan to class 9/13; Group discussion and presentation 9/20)

4. **Research Critiques/Abstracts (2 @ 6 points each: Proposal 1 due, Final Critique 1 due; Proposal 2 due, Final Critique 2 due. All must submitted by 4:30 pm on due date):** Two research studies pertaining behavior management of students with disabilities will be read, abstracted, and critiqued. Both studies should use single subject research design for analysis of date collected. Students will submit the reference for their critique (APA format, 6th edition) along with a copy of the article **PRIOR** to completion of the Final Critique assignment. After the instructor has approved the critique proposal submitted, the student will complete the critique assignment and submit the Final Critique with a copy of the article on the due date listed above. ZERO (0) POINTS WILL BE GIVEN FOR ALL CRITIQUES SUBMITTED WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR.

The purpose of this assignment is to encourage students to read published research pertaining to behavior management of students with disabilities, critically analyze this research, and determine how it can be applied to direct service in the field. See assignment rubric below for more details. A list of suggested professional journals in which studies may be reviewed can be found below. You may read studies in other professional journals as well, subject to approval by your instructor. (Critique Proposal #1 due 9/20, Final Critique #1 due 10/4; Critique Proposal #2 due 10/4, Final Critique #2 due 10/18)

A second part of this assignment will be to present one of the studies you critiqued to a small group in class. This will be an informal presentation of key points in the study followed by discussion with your group members. (Presentation 11/1)

5. **Classroom Management Plan (10 points) (individual project):**

   Part One: Report on your own classroom management plan or observe a classroom at a level of interest if you are not currently teaching in your own setting. 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 rational for this particular arrangement; (b) a sample daily schedule of the classroom teacher; (c) a description of the behavior management techniques/system used and the rationale for these choices(s); (d) the effectiveness of the current setting/system.

   Part Two: After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to models discussed in the texts. (Part One and Part Two are both due 10/4)

6. **Behavior Assessment Project (10 points) (individual project):** Complete a functional behavior assessment, develop a functional assessment hypothesis, and create a plan for collection data on the target behavior(s). You may use a PreK-12 student, family member, a friend, or as a last resort, yourself. It is recommended that you apply some of the application activities done in class or online to this project. Therefore, it is helpful to select your subject early in the course. See grading rubric below. **Note: this assignment is linked to the Applied Behavior Analysis Project (see below).** (Due 11/1)

7. **Applied Behavior Analysis Project*(30 points) (individual Project):** Using the functional behavior assessment and other data collected in the Behavior Assessment Project, develop and implement a behavior change program. This program must incorporate aspects of ABA discussed in class. Identify a method for evaluating program effectiveness. Share your results with the class. A grading rubric will be distributed to the class early in the semester. (Due 11/29. Submit to TaskStream by 11/29 also. Presentation of ABA Project in class on 12/6))

   *This assignment has been designated as the required performance based assessment for this course. The Special Education Program at GMU is required to evaluate student work in its relation to meeting the CEC Content Standards as part of NCATE requirements. Therefore, students in this class will be expected to submit this designated assignment to TaskStream (a web-based portfolio system) for a faculty member in the Special Education Program to score on a 3-point rubric. Note: every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether the course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

Electronic Portfolio: It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education Program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically. The ABA project is a mandatory component of the portfolio for certification.

Assignment	Due Date	Point Value	Points Earned
Class Participation	Each Week	14	
In Class Quiz #1	9/13	6	
In Class Quiz #2	10/4	6	
In Class Quiz #3	10/25	6	
In Class Quiz #4	11/15	6	
Comparison of School Discipline Plan	9/20	10	
Research Critique #1	10/4 (proposal due 9/20)	6	
Research Critique #2	1018 (proposal due 10/4)	6	
Classroom Management Plan	10/4	10	
Behavior Assessment Project	11/1	10	
Applied Behavior Analysis Project	11/29	30	
Total Point Value		110	

GRADING SCALE

95 – 100% (105-110) = A   77 – 79% (85-87) = C+
90 – 94 % (99-104) = A-   74 – 76% (81-84) = C
87 – 89% (96-103) = B+   70 – 73% (77-80) = C-
84 – 86% (92-95) = B   60 – 69% (66-76) = D
80 – 83% (88-91) = B-   < 60% (below 66) = F

GENERAL COURSE INFORMATION AND EXPECTATIONS

Student Responsibilities

George Mason University Email: https://mserver3.gmu.edu/ From this link, follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is encouraged to establish a GMU email account, as important university correspondence will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check email regularly.

George Mason Blackboard: http://blackboard.gmu.edu/ From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. Students are responsible for any information shared via Blackboard and should check the site regularly.

George Mason Patriot Web: https://patriotweb.gmu.edu/ This is a self-service website for students, faculty, and staff at George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, applications for graduation, request for transfer of credit, and internship applications.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the Special Education Program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own, **whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense that can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service, for an integrity assessment if needed.

College of Education and Human Development Statement of Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code (see http://academicintegrity.gmu.edu/honorcode/)
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see http://ods.gmu.edu/). If this is relevant to you, please contact the instructor on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. Your

instructor will discuss this further with you via email until consensus is reached.

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/1301gen.html/).
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu).
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu).

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Student Name _____

Quiz Number _____

Date of Evaluation _____

<u>Quiz Evaluation</u>

	Yes	**NI***	**Points possible**	**Points Received**
1. <u>Accuracy of information presented:</u> Information presented is consistent with that given in assigned readings.			3	
2. <u>Clarity of Ideas:</u> Ideas presented synthesized information given in assigned readings. Answers are clearly written, to the point, and easily understood.			3	
TOTAL			6	

* Needs Improvement
<u>Comments</u>:

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Student Name _____

   Date of Evaluation _____

Comparison of School Discipline Plans Evaluation

	Yes	NI*	Points possible	Points Received
1. Current School Discipline Plan: Key information about the plan obtained.			3	
2.Comparison of Current Plan to PBIS Model: Participated in in-class small group discussion comparing current plan to PBIS model; Group was able to come to consensus on comparative analysis results.			3	
3. Presentation of Findings: Information presented to the class was clear and to the point; able to respond to questions/discussion from class re: findings.			4	
TOTAL			10	

* Needs Improvement
Comments:

Research Critique/Abstract Format

All critiques should be word-processed. A copy of the article reviewed should be submitted electronically with your critique. The critique grading rubric follows. When completing your critique, the following components should be included:

1. Reference (APA format)
2. Purpose of study/hypothesis
3. Subjects
4. Setting
5. Experimenter (if applicable)
6. Intervention procedure or research procedure (including independent and dependent variables if applicable)
7. Data collection method/design
8. Data display
9. Results
10. Conclusion/Implications given by the author(s)
11. Critique of 2 to 10 above
12. Abstract (summary of study in your own words)
13. General critique/implications (i.e. what assumptions are made? How would you use this information? How would you change the study? To whom would you recommend this study for reading? What implications does this study have for future work with or study of students who have multiple/physical disabilities?)

A listing of suggested journals to review follows. Students may critique articles in journals that are not listed, subject to prior approval of the instructor.

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Student Name _____ Date of Evaluation _____
Critique #1 _____(Proposal Approved _____) Critique #2 _____ (Proposal Approved _____)

Research Critique/Abstract Evaluation

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
Description of Study (complete and accurate) 1. Reference (APA format, 6th edition)				.25		
2. Purpose of study				.5		
3. Subject(s)				.25		
4. Setting				.25		

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
5. Experimenter (if applicable)				.25		
6. Intervention or research procedure (including independent and dependent variables)				.5		
7. Data collection method/design				.25		
8. Data display				.25		
9. Results				.5		
10.Conclusion/Implica-tions given by author(s)				.5		
11. Critique of key components in study (2 to 10 above) clear and accurate (describes what is missing or unclear in components of study; notes areas of strength in author(s) description of study				1		

Component for Evaluation	Yes	NI*	No	Points Possible	Points Received	Comments
12. Abstract Summarizes study clearly, concisely, accurately using own words				.5		
13. General critique and discussion of application of study clear and thoughtful (see #13 on format page)				1		
TOTAL				6		

*Needs improvement
Comments:

Suggested Journals for Research Critique/Abstracts
(Articles in other journals may be reviewed subject to instructor approval)

Behavior Analyst
Beyond Behavior
The Journal of the Experimental Analysis of Behavior
Behavioral Disorders
Journal of Emotional and Behavioral Disorders
Journal of Applied Behavior Analysis (JABA)
Behavior Therapy
Assessment for Effective Intervention Journal
Exceptional Children
Intervention School and Clinic
Education and Training in Mental Retardation and Developmental Disabilities
Research and Practice for Persons with Severe Disabilities

Journal of Autism and Developmental Disorders
Journal of Early Intervention

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<u>Classroom Management Plan Evaluation</u>

	Yes	**NI***	**Points possible**	**Points Received**
1.Part One: Report on Current Plan: a. Drawing of classroom includes all components; rationale for this arrangement is given.			.5	
b. Sample daily schedule of classroom teacher is included and is complete and easy to follow.			.5	
c. Description of behavior management techniques/system used is clear and complete; rational for these choices given.			2	
d. The effectiveness of the current setting/system is discussed.			2	
2. <u>Part Two: Recommendations:</u> Changes or the need to continue the status quo are suggested based on current research (citations included); drawing of new setting (if needed) is included; Emerging philosophy re: classroom management is stated with references cited.			5	
TOTAL			10	

* Needs Improvement
<u>Comments</u>:

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Student Name _____

Date of Evaluation _____

Behavior Assessment Project Evaluation

	Yes	NI*	Points possible	Points Received
1. Functional Behavior Assessment: Individual assessed is described; the procedure and results of the assessment are clearly stated; raw data/anecdotal records are included as appropriate.			3	
2. Functional Assessment Hypothesis: Hypothesis is stated clearly and is based on analysis of the results of the assessment.			4	
3. Plan for Data Collection on Target Behavior(s): Specific target behavior(s) identified based on Functional Behavior Assessment; data collection procedure clearly stated; data sheet to be used is included.			3	
TOTAL			10	

* Needs Improvement
Comments: