



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2016

EDSE 402 001: Classroom Management and Applied Behavior Analysis
CRN: 71629, 3 - Credits

Instructor: Ms. Soo Ahn	Meeting Dates: 08/29/16 - 12/20/16
Phone: 703-993-5631	Meeting Day(s): Tuesday
E-Mail: sahn7@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: By appointment – Finley 221	Meeting Location: Fairfax

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management, including use of technological advances. Emphasizes developing classroom and individual behavior management plans.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Advising Tip

Did you know Mason has an Accelerated Masters program in Special Education that allows students to count coursework taken as an undergraduate for graduate credit? For more information, meet with an advisor: <http://gse.gmu.edu/special-education/advising/>.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the

school system (Special Education, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-3 and Early Childhood Special Education only).

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

✓ I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Evidence-Based Practices

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' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which 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.

Learner Outcomes

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

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).

3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2013). Applied behavior analysis for teachers (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2016). Positive behavioral supports for the classroom (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Textbooks

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings may be provided to students via Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to attend all classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality by the assigned due date. Each class, students will participate in activities that contribute to the attendance and participation portion of the final grade. Points missed due to absence from class cannot be made up. However, if an absence from class is unavoidable, students *may* be permitted to complete additional assignments (e.g., written work or activities) to compensate for attendance points lost due to the absence from class. Please notify the instructor in advance of any absences

Late Work.

All assignments are due at the beginning of class in hard copy and submitted on Blackboard electronically, unless otherwise noted. In fairness to students who make the effort to submit work on time, two points will be deducted each day beyond the due date for work submitted late.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Functional Behavior Assessment and Behavior Intervention Plan to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

95 – 100% = A

90 – 94% = A-

87 – 89% = B+

84 – 86% = B

80 – 83% = B-

70 – 79% = C

60 – 69% = D

<60% = F

Assignments

Performance-based Assessment (Tk20 submission required).

Functional Behavior Assessment/Behavior Intervention Plan (30 points)

Students will conduct a FBA and develop a technically adequate and contextually appropriate BIP based on the FBA findings. A rubric is provided under Appendix A.

Performance-based Common Assignments (No Tk20 submission required).

Applied Behavior Analysis Self-Management Project (20 points)

Students will design a skill acquisition and behavior reduction program. The final product will be a 5-7 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. The document will outline a rationale for intervention, assessment summary, behavior change procedures and method, and summary of results. A rubric is provided under Appendix B.

Classroom Management Plan (15 points)

Students will develop a comprehensive classroom management plan that includes preventative and instructional strategies to support the academic and behavioral needs of a diverse classroom. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. A rubric is provided under Appendix C.

Comparison of School Wide Discipline Plan (7 points)

Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. If you are not currently working at a school, discuss options with the instructor. During class, students will compare and contrast their schools' plan with those of others and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric is provided under Appendix C.

Other Assignments.

Attendance and Class Participation (15 points)

Students will have the opportunity to earn 1 point for each in-class session they attend.

To earn full points, students must be present for the entire class session (arriving no more

than 5 min late and leaving no more than 5 min early) and participate by engaging in class discussions, completing in-class activities, etc.

Blackboard Posts (13 points)

Students will write a short post weekly on Blackboard on assigned materials. Each post should answer: What topics would be most important for you to share with your colleagues or remember as a classroom teacher (minimum of 3 bullet points)?

All assignments: All assignments are due by 4:30 pm on the day of class, unless otherwise noted. Students are to submit assignments by posting them to Blackboard. Rubrics for assignments and activities will be posted on Blackboard.

Assignment Points		
Assignment	Points earned by the student	Total points available
1. FBA/BIP		30 Points
2. ABA Self-Management Project and Presentation		20 Points
3. Classroom Management Plan		15 Points
4. Comparison of School Wide Discipline Plan		7 Points
5. Attendance and Class Participation		15 Points
6. Blackboard Posts		13 Points
Total Points		100

Schedule

Agenda items, readings, and assignments may be adjusted depending on the pace of the course and student needs.

Date	Topic(s)	Readings Due	Due by start of class
Week 1 8/30	<ul style="list-style-type: none"> • Welcome & Course Overview • Roots of ABA & PBIS • Introduction to ABA and PBIS • Pretest (ungraded) 	None	None
Week 2 9/6	<ul style="list-style-type: none"> • Foundations • Defining Characteristics of ABA • Introduction to basic principles of behavior 	S&H: Ch. 1 A&T: pp. 10-16	Complete online field experience form Blackboard Post 1

Date	Topic(s)	Readings Due	Due by start of class
Week 3 9/13	<ul style="list-style-type: none"> • Basic principles of behavior cont. • Responsible Use of ABA • Preparing Behavioral Objectives 	S&H: Ch. 2 A&T: pp. 26-33, 40-56, 62-64	Blackboard Post 2
Week 4 9/20	<ul style="list-style-type: none"> • Preventing Problem Behavior • Prevention of challenging behavior through planning, organization, and high-quality instruction 	S&H: pp. 89-123	Blackboard Post 3
Week 5 9/27	<ul style="list-style-type: none"> • Effective instructional practices • Social Skills Instruction 	S&H: pp. 123-138, Ch. 9	Blackboard Post 4 Identify subject for your FBA/BIP & ABA projects
Week 6 10/4	<ul style="list-style-type: none"> • SWPBIS • School Rules & Procedures <p>Comparison of School Wide Discipline Plan (complete in class)</p>	S&H: Ch. 3, 4	Bring in school-wide discipline plan from your school Blackboard Post 5
10/11	No Class (Monday Classes Instead)		
Week 7 10/18	<ul style="list-style-type: none"> • Function of Behavior Through FBA 	S&H: pp. 159-177 (rest of the chapter recommended) A&T: pp. 172-191, 206-208	Blackboard Post 6 Classroom Management Plan due
Week 8 10/25	<ul style="list-style-type: none"> • FBA Con't • Behavior Support (Intervention) Plan (BSP/BIP) 	A&T: pp. 125-131, 160-161, 166-168,	Blackboard Post 7
Week 9 11/1	<ul style="list-style-type: none"> • Behavioral Monitoring • Procedures for collecting data • Graphing 	S&H: Ch. 7 A&T: Ch. 4	Blackboard Post 8
Week 11 11/15	<ul style="list-style-type: none"> • Procedures to decrease undesirable behavior 	S&H: pp. 269-280 A&T: Ch. 9	Blackboard Post 10

Date	Topic(s)	Readings Due	Due by start of class
Week 12 11/22	<ul style="list-style-type: none"> • Antecedent Control, shaping, prompting, modeling, fading, chaining 	A&T: Ch. 10	BIP due Blackboard Post 11
Week 13 11/29	<ul style="list-style-type: none"> • Maintenance, fluency and generalization of skills 	A&T Ch. 11	Blackboard Post 12
Week 14 12/6	<ul style="list-style-type: none"> • ABA Impact Project Presentations • Posttest (ungraded) • Course evaluations 		ABA Self-Management Project and Presentation Blackboard Post 13

Appendix A

EDSE 402 Fall 2016 Functional Behavioral Assessment Grading Rubric

Students will write a 4-5 page paper that includes the components on the rubric.

Use the following four headings that align with the rubric: Student Description, Operational Definition, Overview of Setting/Context, Assessment of Behavior.

Include the completed FACTS, & ABC data sheets as appendices.

Functional Behavioral Assessment (FBA)		
Evaluation Standards	Required Components	Points
Student Description Length: 1-2 page	<ul style="list-style-type: none">• Student's age, grade, disability category.• Description of similarities and differences between student and peers.• Discussion of educational impact of student's exceptionality, attitude, interests, values, and behavioral issues, and the effect these conditions have on the student's life. ** Confidentiality maintained (no real names of student, school, teacher, or town please)	/2
Operational Definition Length: 2-4 sentences per behavior	Operational definition of problem/target behavior.	/1
Overview of Setting/Context	Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of <ul style="list-style-type: none">• General classroom layout	/3

Length: 1-2 page	<ul style="list-style-type: none"> • Classroom rules, routines, expectations (demands of the learning environment), schedule and the general classroom management techniques current being used in that setting. • Describe interventions or procedures that have previously been used to eliminate or minimize the behavior/s of the targeted student, such as what teacher/s have done and what classroom management techniques have been used. Be sure to include how effective these procedures were. 	
Assessment of Behavior Length: 2-3pages text	<ul style="list-style-type: none"> • Interview <ul style="list-style-type: none"> ○ Time and date of interview(s) ○ Person interviewed (no real names please) ○ FACTS interview form is filled out completely (no blank sections) ○ Include in appendix • ABC Data Sheet <ul style="list-style-type: none"> ○ Time(s) and date(s) ○ Information is thorough and clear ○ Include in appendix • Provides a summary of results of assessment included in body of paper that are thorough and clear • Includes a hypothesis of the function of the behavior based on assessment of behavior 	/10
Conclusion & Style	<ul style="list-style-type: none"> • Uses headings identified in this rubric; plan is clearly written • Avoidance of first person (i.e., using "I" or "We") • Spelling and grammar are accurate • Use of people-first language • APA (6th edition) style used throughout paper and in reference list 	/2
Total Points Earned for FBA		/18

EDSE 402
Behavior Intervention Plan Grading Rubric

Students will write a 3-5 page paper that includes the components on the rubric.

Use the following four headings that align with the rubric: Preference Assessment and Intervention Plan, Evaluation & Monitoring of Plan, Connection with CEC Standards

Include the completed BSP Template as an appendix.

Behavior Intervention Plan (BIP)		
Evaluation Standards	Required Components	Points
Preference Assessment Length: ½ -1 page	<ul style="list-style-type: none"> Indicate how content learned in class lecture and readings was used in determining the reinforcement and activity preferences of the learner. Description of how the following variables were assessed to determine reinforcement preferences of the learner: <ul style="list-style-type: none"> learner's chronological age school rules as applicable peer/friend practices parent/teacher/friend's opinions, <u>and/or</u> medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes). Describe how a reinforcement and activity preference plan will be integrated into the BIP. List the reinforcers 	/2
Intervention Plan Length: 1-2 pages	<ul style="list-style-type: none"> Identify replacement behavior. Include rationale for selecting the replacement behavior (e.g., same function, easier to emit, socially appropriate) Behavioral objective Describe the non-aversive behavior support methods used. Include a rationale for using least intrusive, evidence-based intervention strategies. Include a minimum of 2 references that support the effectiveness of the procedures you chose. <ul style="list-style-type: none"> Provide the steps for teaching appropriate replacement behaviors. Indicate what schedule of reinforcement will be used and provide rationale (e.g., how is that schedule in alignment with learner needs?). Describe sufficiently to ensure the intervention is clear and specific enough that a substitute teacher could implement the intervention based on the description. 	/8

	<ul style="list-style-type: none"> ○ Indicate how technology can be used to design and /or support the plan. • Completed BSP Template <ul style="list-style-type: none"> ○ This template includes ALL necessary elements for a BIP. ○ Include in appendix 	
Evaluation & Monitoring of Plan Length: 1 page	<ul style="list-style-type: none"> • Describe a data collection plan to measure the problem behavior, replacement behavior, and desired behavior to determine if the plan is working. Include a rationale for choice of data collection. <ul style="list-style-type: none"> ○ Include procedures for data review so that changes can be made if the intervention plan is not working. • Include directions to the candidate's colleagues such as guidance and direction for para-educators and general education colleagues in order to help integrate individuals with mild to moderate exceptional learning needs. 	/2
Connection with CEC Standards Length: ½ -1 page	<ul style="list-style-type: none"> • Discuss the connection between the content of this assignment and CEC Standards 2, 3, 5, 7, 8, 9, and 10 	/2
Style	<ul style="list-style-type: none"> • Uses correct headings • Avoidance of first person (i.e., using “I” or “We”) • Spelling and grammar are accurate • Use of people-first language • APA (6th edition) style used throughout paper and in reference list 	/1
Total Points Earned for BIP		/15

Appendix B

Fall 2016, ABA Project Scoring Rubric

Name:

Presentation Medium:

Target Behavior:

Evaluation Standards	Required Components	Points
Introduction		
Context (Situation Overview)	<ul style="list-style-type: none"> ✓ Provide a rationale for behavior change. In other words, why was this particular behavior chosen for change? What impact does this behavior have on the person's life? ✓ Describe any processes / procedures that have previously been used to change the behavior. Be sure to include how effective or ineffective these procedures were in producing behavior change. 	/2
Method		
Description of the Target Behavior	<ul style="list-style-type: none"> ✓ Identify the setting/s where the behavior occurs and where it does not occur ✓ Operationally define the problem behavior (and the replacement behavior if appropriate) ✓ Identify the behavioral objective/goal 	/1
Data Collection Technique	<ul style="list-style-type: none"> ✓ Identify and describe the data collection technique ✓ Display examples of completed data sheets 	/2
Intervention	<ul style="list-style-type: none"> ✓ Identify the intervention. Provide a rationale for selecting this intervention/procedure. For example, why did you select this procedure over others? ✓ Describe the 5 skill areas in self-management as described in S&H (Ch. 11): setting goals, self-evaluation, self-instruction, and self-reinforcement (including schedule of reinforcement used). 	/4
Results		
Summary of Results	<ul style="list-style-type: none"> ✓ Include a graph ✓ Identify the average (or mean) per phase, along with the range ✓ Identify the percent of non-overlapping data (PND) 	/3
Project Reflection	<ul style="list-style-type: none"> ✓ Identify and describe the maintenance plan ✓ Tell what you have learned from planning and implementing this project ✓ Describe how your growth has decreased, increased, or remained the same as a result of planning and implementing this project ✓ Tell your area/s of future growth and /or implementation, as a result of this project 	/2
Presentation		
Presentation	<ul style="list-style-type: none"> ✓ Used a technology medium that is novel to the presenter ✓ Stayed 10 minutes or under ✓ Explained each component of the project clearly 	/1
Total Points Earned		/15

Appendix C

Classroom Management Plan Rubric (15 points total)

Develop an ideal fictional classroom, or report on your own (improved) classroom management plan. Pick one 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; (b) a sample daily schedule; (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 format (1 points)		Minimal (1-2) errors (1 point)	Multiple (3 or more) errors (0 points)
Drawing of classroom (2 points)	Clear drawing that includes location of centers, desks, etc. and a detailed rationale for this particular arrangement (2 points)	Clear drawing that includes location of centers, desks, etc. and a rationale for this particular arrangement (1 point)	Unclear drawing and vague or incomplete rationale for this particular arrangement (0 points)
Daily schedule (2 points) Approximately ½ page bulleted.	Clear, concise daily schedule (see p. 92 in S&H for an example); brief indication of the allocated time for instruction and practice activities (number of minutes and percent of the day); rationale for why the schedule was structured that way. (2 points)	Clear, concise daily schedule (1 point)	Incomplete daily schedule (0 points)

<u>Evaluation Standards</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Below Expectations</u>
Class-wide Behavior Management Plan (6 points) Approximately 2 pages text.	Identifies <u>rules</u> and <u>procedures</u> ; operationally defines student behavior; defines and sets criteria for consequences; and states clear and logical rationale for plan, including references to back up claims. (6 points)	Identifies <u>rules</u> and <u>procedures</u> ; operationally defines student behavior; defines and sets criteria for consequences; and states clear and logical rationale for plan (4 points)	Limited or no operational definition of behavior and consequences; Inadequately sets criteria for consequences; Does not identify class rules and procedures and how they support the plan; Vague rationale for plan (2 points)
Philosophy of classroom management (4 points) Approximately ½ page text.	Philosophy clearly stated with references to models discussed in text and lectures; Additional support from <u>research</u> included. (4 points)	Philosophy clearly stated with references to models discussed in text and lectures (2 points)	Vague description of philosophy with little or no reference to models discussed in text and lectures (0 points)

Appendix D

Comparison of School Discipline Plans Grading Rubric and Directions

Name:	Points Earned: / 7 points
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Complete 1st prior to Class 5, either by typing or writing by hand, whichever you prefer!

- ***You can either bring a hard copy or electronic copy of the completed 1st to class. You will be submitting 1st and 2nd on blackboard within 24 hours of the class session, so if you're writing by hand, you can submit that class session.***
- ***After you're placed in your group for Class 7, be prepared to briefly summarize your 1st responses with group members. Then you and your group will focus during class on 2nd.***
- ***Questions are on this page. Space for writing responses is on page 2 for 1st and on page 3 for 2nd. Use more space as needed!***

1st) Independently, compare/contrast your school's plans to components of SW-PBIS (2.5 points).

- A.** What is the current school-wide discipline approach? Briefly summarize school-wide expectations for your setting. Include in your summary a description of the level of consistency among classroom expectations across settings, as is evident from the school plan (for what's not evident, indicate that).
- B.** Given the descriptions of SW-PBIS (refer to S&H Ch. 3), what are the major **similarities** with a PBIS School? You're essentially answering this question: What elements of PBIS already exist and are consistently implemented at your school?
- C.** Given the descriptions of SW-PBIS (refer to S&H Ch. 3), what are the major **differences** with a PBIS School? You're answering this question: What elements of PBIS are missing from your school?
- D.** For your school, what are your suggestions for growth?

2nd) In a small group, share your major findings. Determine commonalities among the group members across your independent major findings. Commonalities may be similarities and differences (2.5 points).

3rd) Each member of the group take turns to reports to the large group about commonalities (2 points).

1st) Independently, compare/contrast your school's plans to components of SW-PBIS (2.5 points).

2nd) In a small group, share your major findings. Determine commonalities among the group members across your independent major findings. Commonalities may be similarities and differences (2.5 points).

Group members are:

Commonalities are:

You may find it helpful to develop a matrix to determine commonalities. Here's a start; you will probably need more space than this or organize it in a way that makes sense to you.

	<i>PBIS attribute or feature or _____:</i> <i>There were <u>more than</u> 3-5 schoolwide expectations in my school's plans</i>	<i>PBIS attribute or feature or _____:</i>	?	?	?	?	?
Name							
Name							

<i>Name</i>							
<i>How to characterize commonality? Is it a similarity or difference?</i>							

Put **X** in the cell for each group member who has the item identified across the top row.