**RSED 4010 Behavior Management in Special Education**

**Auburn University Department of Rehabilitation and Special Education**

Course Number: RSED 4010

Course Title: Advanced Behavior Management

Credit: 3 hours

Meeting Times**:T & H 8-9:15am HC 1212**

Office hours**: H 12:15-1:45**  or by appt.

Instructor**:** Dr. Margaret M. Flores

Instructor’s email**:** mflores@auburn.edu

Instructor’s phone**:** 334-844-2107

Office location**:** 1224B Haley Center

Date Syllabus Prepared**:** August 2017 \*this syllabus may change\*

TEXTS:

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers 9th ed*. Upper Saddle River, NJ: Pearson.

**Text provided in class** **by instructor**: Stevenson, B. (2015). *Just mercy.* New York: Spiegel & Grau.

COURSE DESCRIPTION: This course provides skills necessary to manage the behavior of students in special education including behavioral assessment, selection criteria for appropriate intervention strategies, and evaluation of intervention effectiveness.

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

Describe screening and diagnostic procedures used to screen for behavior disorders.

Develop goals and objectives from assessment information.

Describe affective individual and/or group intervention strategies.

Develop a behavior intervention plan from a case study.

Describe the principal components of effective social skills training programs..

Apply behavior analysis procedures in academic and social situations. 34(b)8

Demonstrate an understanding of terminology associated with behavior management.

Discuss guidelines concerning when to appropriately use behavior management procedures.

Describe a functional analysis.

Identify reinforcers that could maintain a given behavior in a classroom situation.

Design, graph, and evaluate the success of a self-modification procedure.

COURSE CONTENT SCHEDULE

| Date | Topic | Reading | Assignments Due |
| --- | --- | --- | --- |
| Aug. 22 | Intro, Positive Behavioral Supports | Ch 1, articles |  |
| Aug. 24 | PBS, Behavioral Objectives | Ch 3, articles |  |
| Aug. 29 | Behavioral Objectives | Ch 3 |  |
| Aug. 31 | Classroom Management Project Planning |  |  |
| Sept 5 | Data Collection | Ch 4 |  |
| Sept. 7 | Data Collection | Ch 4 Just Mercy Ch 6 |  |
| Sept. 12 | Functional Behavioral Assessment | Ch 7 |  |
| Sept. 14 | Functional Behavioral Assessment | Ch 7 |  |
| Sept. 19 | Functional Behavioral Assessment | Ch 7 |  |
| Sept. 21 | Behavior Intervention Peer Review |  | Behavior Intervention Project Part 1 draft |
| **Sept. 26** | **Test 1** |  |  |
| Sept. 28 | Increasing Behaviors | Ch 8 Just Mercy Ch 8, 10 |  |
| Oct. 3 | Increasing Behaviors | Ch 8 |  |
| Oct 5 | Increasing Behaviors | Ch 8 |  |
| Oct. 10 | Peer Review Bring hard copy of management draft to class |  | **Classroom Management Draft** |
| Oct. 12 | Behavior Intervention Peer Review |  | **Behavior Intervention Project Part 1-2 draft** |
| Oct. 17 | Behavior Intervention Peer Review |  |  |
| Oct. 19 | No class meeting |  |  |
| Oct 24 | Decreasing Behaviors | Ch 9 Just Mercy Ch 14 |  |
| Oct. 26 | Decreasing Behaviors | Ch 9 |  |
| **Oct 31** | **Test 2** |  |  |
| Nov 2 | **No class meeting** |  |  |
| Nov 7 | Differential reinforcement | Ch 10 |  |
| Nov. 9 | Differential reinforcement | Ch 10 Just Mercy Ch 16 | **Classroom Management Project** |
| Nov. 14 | Generalization | Ch 11 |  |
| Nov. 16 | Self Management | Ch 12 |  |
| Nov 21 | **Thanksgiving No class meeting** |  |  |
| Nov. 28 | Behavior Intervention Peer Review |  | **Behavior Int Project Parts 1-3 draft** |
| Nov 30 | **Test 3** |  |  |
| Dec 5 | Wrap up |  | **Behavior Int Project Parts 1-3 final** |
| Dec 7 | No class meeting |  |  |
| **Tuesday Dec 12** | **T Dec. 12 Final Exam 8:00am-10:30 \*\* Exam is cumulative. \*\*** | | |

COURSE REQUIREMENTS/EVALUATION**:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**CLASS PREPARATION QUIZZES (50 points):** Students will demonstrate their preparation for class and course engagement through the completion of quizzes prior to class meetings. These quizzes will be available on Canvas and will be due before each class meeting throughout the semester. The content will be assigned readings for the current day and content from previous classes.

**TESTS & FINAL EXAM:** Students will demonstrate competency on three tests covering lecture, class activities, and information from text and articles. There will a final exam covering all course content.

**BEHAVIOR INTERVENTION PROJECT:** Each student will **independently** develop two behavior intervention plans based on case studies provided by the instructor. This project will be completed in three parts with an opportunity for revision and partial credit for parts 1 & 2. Using the provided case studies, students will: (a) use functional behavioral assessment results to hypothesize the function of each child’s behavior, (b) develop a an intervention for each child based on the function of the behavior, (c) provide a clear and logical rationale for the intervention, and (d) describe how data will be collected to monitor the each child’s progress and provide a rationale for this method of data collection. A grading rubric is attached to this syllabus.

Part 1: Using APA style, state a hypothesis regarding the function of each child’s behavior based on the two case studies. Clearly describe how this hypothesis was determined based on the results of the functional behavioral assessment. Each component of the FBA and its relation to the hypothesis should be described. **Separate the descriptions** related to each case study. This assignment should be at least one full page of content.

Part 2: Using APA style, clearly describe a simple contract related to an intervention that **will increase desired behavior** for each child using the two case studies. This section should be simple and include a clear statement that tells what is expected from the student and the reinforcer that will be made available. It must be very clear that the reinforcer is related to the function of the behavior. Describe more than one behavioral support that will be part of the intervention and tell how it will increase the likelihood that the student will engage in the desired behavior.

Part 3: Using APA style, clearly describe how each child’s progress will be monitored. The method of data collection should be logical and reasonable based on the intervention. Clearly state the method of data collection to be used and a rationale for why this particular method was chosen over other methods. Provide a sample data sheet that would be used for data collection and progress monitoring.

**CLASSROOM MANAGEMENT SYSTEM:** In groups (up to three) or independently, students will develop a classroom management system that includes token economy for a diverse classroom (children with and without significant behavioral problems).Using APA style, students will write a detailed description of a of the classroom expectations, positive supports, and token economy. This will include the following:

* Operational definition of classroom expectations
* Clear definition of positive behavioral supports that will increase the likelihood that all students meet expectations
* Operational definition(s) of the classroom behavior(s) that will earn tokens
* Description and rationale for how back-up reinforcers will be determined
* Description of tokens and or how they will be created
* Description and rationale for how and when tokens will be distributed
* Description and rationale for the determination of the “cost” of back-up reinforcers
* Description and rationale for the frequency of cashing in tokens and any system associated with familiarizing your students with the process and differentiating cash-in opportunities based on students’ needs

incidental learning/t

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

| Test 1 | 50 points |  |  |  |
| --- | --- | --- | --- | --- |
| Test 2 | 50 points |  | Grading Scale | |
| Test 3 | 50 points |  | 360-400 = | A |
| Behavior Intervention Project | 50 points |  | 320-359 = | B |
| Classroom Management | 50 points |  | 280-319 = | C |
| Quizzes | 50 points |  | 240-279 = | D |
| Final Exam | 100 points |  | 0-239 = | F |
| **Total** | **400 points** |  |  |  |

Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 359 points is a grade of B). Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus. No extra credit opportunities will be provided.

CLASS POLICIES:

***Extra Credit:*** There is an RSED 4010 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Attendance:*** Students are expected to attend class and participate in class discussions and activities.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***Group Work:*** There is an RSED 4010 course policy regarding group projects. For some assignments students have the option of working in groups. In choosing this option, each student chooses to accept the roles and responsibilities required for this type of work. Group work may involve conflict and problem solving and students are expected to engage in these processes independently. The instructor will not settle disputes between group members. The instructor will assume that all names written on a final project contributed equally. Students who cannot or choose not to work with others will complete projects independently. As team members, individuals complete their responsibilities in a timely fashion.

***Instructor feedback:*** If sent **one week before the due date**, he instructor will provide feedback on any assignment prior to its due date. Email completed draft ([mflores@auburn.edu](mailto:mflores@auburn.edu)) no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

CLASS POLICIES continued

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is

provided and the student has a university approved excuse upon the day returning to class, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

Grading Rubric for Classroom Management System

In order to receive a grade above zero, students must include:

A token economy that seeks to **increase a desirable behavior** and **does NOT** include the use of response cost (taking away tokens), time out from reinforcement, removal of desirable stimuli, or presentation of aversive stimuli.

A token economy that is completed and submitted by the class start time

|  |  |  |  |
| --- | --- | --- | --- |
| Category | 5 points | 3 points | 0-1 point |
| Description of Settings | Description includes school type (e.g., pre-school, elementary, middle, high), classroom type, and general characteristics of students  Heading included for this section  No more than one error in spelling, grammar, writing conventions/APA |  | The environment and students’ characteristics are unclear |
| Classroom Expectations | No more than four expectations  Expectations are written in a positive manner (what students will do rather than what they will not do)  Expectations are written using simple developmentally appropriate language  Expectations are reasonable and logical  Meeting expectations will likely result in a positive climate conducive for learning  Heading included for this section  No more than one error in spelling, grammar, writing conventions/APA |  | There are more or less than four expectations  Expectations are written in terms of what students will not do  Expectations are written using language that is not developmentally appropriate  Expectations are not reasonable / logical  Meeting expectations will nto result in a positive climate conducive for learning  Heading missing  More than 5 errors in spelling, grammar, writing conventions/APA |
| Description of how expectations will be taught | Clearly describe how each expectation would be taught using modeling, guided practice, and independent practice  Description includes settings in which practice would occur  Description includes reference to ongoing monitoring of students’ progress with remediation when necessary  Heading included for this section  No more than one error in spelling, grammar, writing conventions/APA |  | Teaching plans for each expectation are not clear or are confusing  It is not clear that instruction will occur in multiple settings  It is not clear that expectations will be monitored over time  No heading  More than 5 errors in spelling, grammar, writing conventions/APA |
| Universal Positive Behavioral Supports | Four or more positive behavioral supports (PBS) are described  PBS include general routines, classroom organization, instructional design  Descriptions are clear and easily interpreted  Another person could easily implement PBS based on description  PBS are logical and reasonable based on setting  Heading included for this section  No more than one error in spelling, grammar, writing conventions/APA |  | Less than 4 positive behavioral supports (PBS) are described  It is not clear that PBS include general routines, classroom organization, instructional design  Descriptions are confusing or lack details  Another person could not easily implement PBS based on description  PBS are not logical and reasonable based on setting  Heading missing  More than 5 errors in spelling, grammar, writing conventions/APA |
| Behavior(s) that will reinforced with tokens | Target behavior(s) & setting clearly described  Target behavioral objective (s) positively stated and includes condition, behavior, and criterion for performance  All components of behavioral objective are written clearly and explicitly  Behavioral objective can be measured easily  Heading used for this section | The target behavior(s) or setting vague  Target behavioral objective(s) positively stated and includes condition, behavior, and criterion for performance  One component of behavioral objective is written in a confusing manner  Behavioral objective would be difficult to measure | Target behavior(s) or setting missing, or  One or more components of behavioral objective missing, or  Two or more components of behavioral objective are written in confusing manner, or  Behavioral objective cannot be measured  No heading used for this section |
| Back-up Reinforcers | System for determination of back-up reinforcers is described and clearly based on child preference  Back-up reinforcer examples are reasonable and logical based on setting  Clear rationale for the system used for determination of back-up reinforcers as well as examples  Heading used for this section | System for determination of back-up reinforcers is clearly based on child preference  Back-up reinforcer examples may not be reasonable or logical  Vague rationale for the system used for determination of back-up reinforcers as well as examples  Heading used for this section | Child preference is not included in description of system for determination of back-up reinforcers, or  Rationale for system or examples missing  No heading used for this section |
| Tokens and Distribution | Description clearly indicates that tokens will be durable, portable, and unique  Clear rationale for procedures used to create tokens  Clear description of how distribution might change based on students’ familiarity with the system  Clear description of differentiation based on students’ needs  Clear description of when and how tokens will be distributed, including specific teacher behaviors  Clear demonstration of knowledge of the connection between behavior and consequences  Clear statement of rationale for procedures  Heading used for this section | Description is lacking in details regarding the tokens’ durability, portability, or unique characteristics  Rationale for procedures is vague or incomplete  Vague description of how distribution might change based on students’ familiarity with the system  Vague description of differentiation based on students’ needs  Vague description of when and how tokens will be distributed, including specific teacher behaviors  Vague demonstration of knowledge of the connection between behavior and consequences, or  Vague statement of rationale for procedures  Heading used for this section | Description is missing references to tokens’ durability, portability, or unique characteristics  Rationale is missing  Missing description of how distribution might change based on students’ familiarity with the system, or  Missing description of differentiation based on students’ needs, or  Missing description of when and how tokens will be distributed, including specific teacher behaviors , or  Missing demonstration of knowledge of the connection between behavior and consequences, or  Missing statement of rationale for procedures  No heading used for this section |
| Cost of back-up reinforcers | Clear description of how back-up reinforcers will be “priced”  “Pricing” is logical and reasonable based on setting  Clear demonstration of differentiation based on students’ needs  Clear demonstration of balance regarding attainability  Clear rationale regarding differentiation, attainability, and issues related to satiation  Heading used for this section | Vague description of how back-up reinforcers will be “priced”  “Pricing” is logical and reasonable based on setting  Vague demonstration of differentiation based on students’ needs  Vague demonstration of balance regarding attainability  Vague rationale regarding differentiation, attainability, and issues related to satiation  Heading used for this section | Missing description of how back-up reinforcers will be “priced” or  “Pricing” is not logical and reasonable based on setting, or  Missing demonstration of differentiation based on students’ needs, or  Missing demonstration of balance regarding attainability, or  Missing rationale regarding differentiation, attainability, and issues related to satiation  No heading used for this section |
| Cashing-in | Clear description of cash-in procedures  Clear description of cash-in schedule, including changes in schedule based on students’ familiarity of system  Clear description of differentiation within system based on student needs  Demonstration of knowledge of student choice in spending  Clear rationale for procedures and schedules  Heading used for this section  No more than 1 error in spelling, grammar, or APA style in this section | Vague description of cash-in procedures  Vague description of cash-in schedule, including changes in schedule based on students’ familiarity of system  Vague description of differentiation within system based on student needs  Vague Demonstration of knowledge of student choice in spending  Vague rationale for procedures and schedules  Heading used for this section  2-3 errors in spelling, grammar, or APA style in this section | Missing description of cash-in procedures, or  Missing description of cash-in schedule, including changes in schedule based on students’ familiarity of system, or  Missing description of differentiation within system based on student needs, or  Missing demonstration of knowledge of student choice in spending  Missing rationale for procedures and schedules  No heading used for this section  More than 4 errors in spelling, grammar, or APA style in this section |
| Spelling and writing conventions | No more than 1 error in spelling, grammar, writing conventions, APA style, or instances of unprofessional written language (e.g., *get/got*, *when it comes to*, *based off of*, etc…) | 2-3 errors in spelling, grammar, writing conventions, APA style, or instances of unprofessional written language (e.g., *get/got*, *when it comes to*, *based off of*, etc…) | More than 4 errors in spelling, grammar, writing conventions, APA style, or instances of unprofessional written language (e.g., *get/got*, *when it comes to*, *based off of*, etc…) |

Grading Rubric for Behavior Intervention Project

In order to receive a grade higher than zero, students must include:

Interventions that seek to **increase a desirable behavior** and **do NOT** include the use of aversive techniques, removal of desirable stimuli, or presentation of aversive stimuli

AND

Intervention that are **more intensive than typical classroom procedures** (examples of typical classroom procedures include changing the student’s seat, verbal redirection, parent reports, etc…)

AND

The intervention is based on the content of RSED 4010 and behavioral principles included in the course

| **Category** | **5 points** | **3 points** | **0-1 points** |
| --- | --- | --- | --- |
| **Part 1**  Case 1 Hypothesis regarding function | Heading “Case 1 Hypothesis” or close approximation used  No more than 2 errors in spelling, grammar, punctuation, style, or APA conventions  Clear statement of function which is one of the functions discussed in text, notes, and class  Clear rationale for the determination of the function based on assessment data provided, including specific examples and details  One full page of written content | Heading “Case 1 Hypothesis” or close approximation used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Clear statement of function which is one of the functions discussed in text, notes, and class  Rationale for the determination of the function based on assessment data provided, examples and details are confusing or vague  than half page of written content | Missing heading, or  5 or more errors in spelling, grammar, punctuation, style, or APA conventions, or  Missing statement of function, inaccurate function, or  Missing rationale for determination of function, or  Less than half page of written content |
| **Category** | **10 points** | **6 points** | **0-2 points** |
| **Part 2**  Case 1 Description of intervention | Heading such as “Case 1 Intervention” used  No more than 2 errors in spelling, grammar, punctuation, style or APA conventions  Describes a contract with the student and tells what the student will do and what the student will receive in return  Describes behavioral supports that will increase the likelihood that the student will be successful in following the contract  Clear and explicit statement about how this intervention specifically addresses function | Heading such as “Case 1 Intervention” used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Description of contract is fairly clear, but some details are missing  Some lapses in description of intervention, examples may be confusing  Clear and explicit statement about how this intervention specifically addresses the function  Some lapses in description of behavioral supports, examples may be confusing | Missing heading, or  5 or more errors in spelling, grammar, punctuation, style, APA conventions, or  Description is confusing, unclear, or missing, or  Description of implementation is confusing, or missing  Missing behavioral supports  Missing statement regarding relation between the intervention and the function |
| **Category** | **10 points** | **6 points** | **0-2 points** |
| **Part 3**  Case 1 Data collection and progress monitoring | Heading “Case 1 Data Collection” or close approximation used  No more than 2 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection clearly stated and described  Method of data collection is one of the methods described in class, text, or notes  Method of data collection is reasonable and logical based on the intervention and setting  Clear statement regarding rationale for choosing this particular method rather than others  Sample data collection sheet provided  Sample data collection sheet is accurate and reasonable | Heading “Case 1 Data Collection” or close approximation used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection clearly stated, but description may be confusing  Method of data collection is one of the methods described in class, text, or notes  Method of data collection is reasonable and logical based on the intervention and setting  Vague or confusing statement regarding rationale for choosing this particular method rather than others  Sample data collection sheet provided  Sample data collection sheet includes errors or may be confusing to the user | Heading missing  More than 5 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection missing, or  Method of data collection is not one described in class, text, or notes  Method of data collection not logical or reasonable based on intervention or setting  Statement of rationale missing or inaccurate  Sample data sheet missing |
| **Category** | **5 points** | **3 points** | **0-1 points** |
| **Part 1**  Case 2 Hypothesis regarding function | Heading “Case 2 Hypothesis” or close approximation used  No more than 2 errors in spelling, grammar, punctuation, style, or APA conventions  Clear statement of function which is one of the functions discussed in text, notes, and class  Clear rationale for the determination of the function based on assessment data provided, including specific examples and details  One full page of written content | Heading “Case 2 Hypothesis” or close approximation used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Clear statement of function which is one of the functions discussed in text, notes, and class  Rationale for the determination of the function based on assessment data provided, examples and details are confusing or vague  More than half page of written content | Missing heading, or  5 or more errors in spelling, grammar, punctuation, style, or APA conventions, or  Missing statement of function, inaccurate function, or  Missing rationale for determination of function, or  Less than half page of written content |
| **Category** | **10 points** | **6 points** | **0-2 points** |
| **Part 2**  Case 2 Description of intervention | Heading such as “Case 2 Intervention” used  No more than 2 errors in spelling, grammar, punctuation, style or APA conventions  Describes a contract with the student and tells what the student will do and what the student will receive in return  Describes behavioral supports that will increase the likelihood that the student will be successful in following the contract  Clear and explicit statement about how this intervention specifically addresses function | Heading such as “Case 2 Intervention” used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Description of contract is fairly clear, but some details are missing  Some lapses in description of intervention, examples may be confusing  Clear and explicit statement about how this intervention specifically addresses the function  Some lapses in description of behavioral supports, examples may be confusing | Missing heading, or  5 or more errors in spelling, grammar, punctuation, style, APA conventions, or  Description is confusing, unclear, or missing, or  Description of implementation is confusing, or missing  Missing behavioral supports  Missing statement regarding relation between the intervention and the function |
| **Part 3**  Case 2 Data collection and progress monitoring | Heading “Case 2 Data Collection” or close approximation used  No more than 2 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection clearly stated and described  Method of data collection is one of the methods described in class, text, or notes  Method of data collection is reasonable and logical based on the intervention and setting  Clear statement regarding rationale for choosing this particular method rather than others  Sample data collection sheet provided  Sample data collection sheet is accurate and reasonable | Heading “Case 2 Data Collection” or close approximation used  No more than 4 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection clearly stated, but description may be confusing  Method of data collection is one of the methods described in class, text, or notes  Method of data collection is reasonable and logical based on the intervention and setting  Vague or confusing statement regarding rationale for choosing this particular method rather than others  Sample data collection sheet provided  Sample data collection sheet includes errors or may be confusing to the user | Heading missing  More than 5 errors in spelling, grammar, punctuation, style, or APA conventions  Method of data collection missing, or  Method of data collection is not one described in class, text, or notes  Method of data collection not logical or reasonable based on intervention or setting  Statement of rationale missing or inaccurate  Sample data sheet missing |