



SPED 125 POSITIVE BEHAVIORAL AND SOCIAL SUPPORTS

Semester:	Instructor:
Units: 3	Office:
Day/Time:	Email:
Location:	Phone:
Website: www.csufresno.edu	Office hours:

Prerequisites

Requires admission to the Education Specialist Credential program and successful completion of EHD 50, SPED 120, and SPED 130. It is recommended that candidates have successfully completed Phase One in the Education Specialist Credential program, as this course is a required course in Phase 2. Exceptions to this must be pre-approved by the instructor in order to continue enrollment in the course.

VISION:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description

Drawing upon research in the field, this course, *Positive Behavioral and Social Supports* is designed to present an array of research-based strategies and techniques for strengthening appropriate behaviors and reducing challenging ones in students. Both the theoretical foundations of behavior and behavioral interventions, as well as the actual “how to” apply the strategies for effective behavior management will be

addressed; and how to best use this information to design effective preventative and management interventions for use in the classroom. Relevant federal and state legislation and ethical considerations will be discussed. Coursework will include varied instructional strategies (e.g., lecture, group activities, discussion, topic investigation, collaborative activities, online assignments), as well as an emphasis on diversity and multicultural influence as they relate to identifying and programming for students with disabilities.

Required Materials and Recommended Text

This course is web-enhanced. Access to Blackboard will be required to fully participate in the course. Students are required to regularly (1) use their personal University email account and (2) access the CSUF Blackboard to download and print documents, formats and rubrics for assignments, class notes, readings, and resources. These materials will be placed in the "Course Documents" folder on Blackboard. The University provides free email accounts to all students. Students may sign up online at <https://zimmer.csufresno.edu/csuf/index.html>.

The BSP Desk Reference: A teacher and Behavior Support Team's Guide to Developing and Evaluating Behavior Support Plans for Behaviors that Interfere with teaching, and/or the Learning of Student and/or Peers (Can be downloaded at www.pent.ca.gov) Instructor will provide additional readings.

Recommended Text:

Scheuermann, B. K., & Hall, J. A. (2011). Positive behavioral supports for the classroom, Merrill.

WEB Resources

Association for Positive Behavior Support

www.apbs.org

PENT Positive Environments Network of Trainers California Department of Education

<http://www.pent.ca.gov/>

Positive Behavior Support

<http://myweb.usf.edu/~aheindel/PBSwebsite.html>

Behavior Advisor

<http://www.behavioradvisor.com/715HomePage.html>

Center for Positive Behavioral Interventions and Supports

www.pbis.org

The IRIS Center for Training Enhancements

<http://iris.peabody.vanderbilt.edu/bi1/cresource.htm>

Positive Behavior Interventions and Support at School

<http://pages.uoregon.edu/ttobin/>

The Safe and Responsive Schools Project

www.indiana.edu/~safeschl

The Kansas Institute for Positive Behavior Supports

www.kipbs.org

The Conflict Resolution Education Connection

<http://www.creeducation.org/cre/home/>

Official site of the What Works Clearinghouse, a division of the Institute of Education Sciences of the U.S. Department of Education. The site is a clearinghouse for educational research that meets the NCLB definition of “scientific evidence.” www.w-w-c.org

Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/>

The Behavior Home Page

www.state.ky.us/agencies/behave/homepage.html

The Teacher’s Guide <http://www.theteachersguide.com/ClassManagement.htm>

California Special ED law Wiki

<http://www.californiaspecialledlaw.com/wiki/>

Special Education Law Blog

<http://blog.foxspecialledlaw.com/>

Wrights Law

<http://www.wrightslaw.com/info/discipl.index.htm>

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

http://www.challengingbehavior.org/communities/make_n_take/make_n_take_home.html

Primary Learning Outcomes

Upon completion of this course, the student will exemplify through practice the Kremen School of Education and Human Development’s broad vision and mission of ethically informed community leaders for classroom teaching, education and administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity.

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), and the Teaching Performance Expectations (TPE), and Dispositions (Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning).

Program Standards: 3, 4, 5, 11, 12, 13

Mild/Moderate Specialty Standards: 1, 2, 3, 4

Moderate/Severe Specialty Standards: 1, 2, 4, 6

TPE: 4, 5, 7, 8, 9, 11, 12

The candidate will:

- Identify basic principles, policies and practices of Positive Behavior Support (PBS). (PS 12, MM 4, MS 6)
- *Illustrate* an understanding of the three-tiered model of positive behavior support and the three levels of intervention: primary, secondary and tertiary strategies; (MS 6, MM 3, 4)
- *Give examples* of the significant impact school variables have on student learning and behavior; (PS 12, TPE 8)
- *Give examples* of teacher behavior (i.e. attitudes, beliefs, expectations that positively or negatively influence student behavior); (TPE 5)
- *Describe* cultural influences on the management of student behavior (PS 3, 11; TPE 7)
- Identify education implications of various theoretical models in explaining and planning interventions for challenging student behavior. (MMS 1, MS 1)

- *Demonstrate* an awareness of characteristic social/affective needs of individuals with exceptionalities that influence their behavior at school (PS 4, 11, MMS 1, 3)
- *Develop* an effective classroom management plan for responding to minor and major behavior disruptions in the learning environment. (MMS 3, 4, MS 4; TPE 11)
- *Apply* behavior expectations and standards in the classroom that support a safe, positive learning environment. (MMS 4, MS 4)
- *Modify* the learning environment (schedule and physical arrangement) to manage inappropriate behaviors (PS 13; MMS 4, MS 6; TPE 9)
- *Teach* students appropriate self-regulatory strategies to cope with difficult or unpredictable situations. (MMS 4, MS 4; TPE 5)
- *Identify* effective teaching strategies methods and techniques, which accentuate and maximize student attention to task, class participation, task completion, and increase or maintain student motivation and positive behavior. (PS 5; MMS 4)
- *Identify* teaching materials, strategies, and programs used in meeting social/affective needs of exceptional and culturally diverse individuals (PS 4, 11, MMS 2, 3, MS 3; TPE 7)
- *Demonstrate* a foundational knowledge of behavioral assessment and its role in understanding challenging behaviors, and in developing behavior support plans. (MMS 2, 3, 4, MS 6)
- *Demonstrate* understanding of the function of behavior by analyzing functional assessment information and identifying function-based interventions in the individual positive behavior support plan. (MMS 2, 4; MS 6)
- *Develop* a positive behavior support plan for an individual student based on evidence-based practices in classroom management. (PS 12; MMS 3, 4; MS 6)
- *Describe* and *interpret* applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors; (PS 2, 12; TPE 12)
- *Identify* methods for keeping parents and caregivers informed about their student's work and behavior at school; (PS 4; TPE 8, 11)
- *Work* collaboratively with general education teachers and other professionals to provide effective positive behavior support; (PS 4, MMS 4; MS 3; TPE 6)
- *Identify* effective communication skills between teachers and students to develop a supportive peer culture in the classroom; (PS 4, 12; MS 2, TPE 4, 11)

UNIVERSITY POLICIES:

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Policies

Classroom Environment

1. Keep audible communication devices (cell phones, pagers, iPods, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 125 note-taking or student presentations. No other use is acceptable.

3. Obtain advanced permission from the instructor for visitors.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. **More than 2 absences (excused or unexcused), and/ or excessive tardiness or leaving early will result in a lowered grade.**

1. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
 - b. Submit late assignments before or not later than the beginning of the following session. Points will be deducted for all late assignments.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session, in order to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independently/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided in the syllabus or on Blackboard.
 - a. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. Most assignments have a rubric (evaluation) available.
 - a. It is the student's responsibility to obtain, print, and staple/clip the paper rubric to its corresponding assignment. Assignments submitted without the appropriate rubric will be returned and considered late.
6. All assignments will be submitted in paper copy and follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines.
 - b. Use transition sentences, phrases, and words between ideas and paragraphs.
 - c. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
 - d. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. **PROOFREAD AND SPELLCHECK** your assignments prior to submission. If you have extensive errors you will be asked to resubmit your assignment.
7. Assignment Timelines/Due Dates:

- a. All assignments are due in paper copy as you enter the classroom on the date the assignment is due, in order to be eligible to receive full credit/points. It is the student's responsibility to submit all assignments on time.
- b. Any assignment submitted late (after the beginning of the session in which it is due) will receive a 10% point deduction. **Do NOT email assignments unless requested by the instructor.**

Confidentiality

The privacy and identity of students and their families should be protected in all written materials. Therefore, when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed students as [fictitious name]".

Grading

1. The total points received on each assignment are recorded in the grade roster on Blackboard.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

ASSIGNMENT AND EXAMINATION SCHEDULE

Due Date	Assignment	Points
Dates indicated on class schedule	Mini Homework Assignments	45
Dates indicated on class schedule	Quizzes	100
4/23	Functional Behavioral Assessment	35
4/30	Positive Behavior Support Plan	24
3/26	Classroom Management Plan	50
4/30 or 5/7 as scheduled by instructors	Group Poster Presentation	50
5/14	Final	25
Grading Range	A = 296-329 B = 263-295 C = 230-262 D = 197-229 F = below 197	

COURSE OUTLINE

WEEK	TOPIC	REQUIRED READINGS/ ACTIVITIES	ASSIGNMENTS & QUIZZES DUE
1/23	Introductions/ Review Syllabus		
1/30	<p>Introduction to Behavior Management and Positive Behavioral Interventions and Supports, and Theoretical Models to Explain Challenging Behavior</p> <p>Teacher candidates are introduced to the common types and dimensions of school-based challenging behaviors, and the critical role of the teacher in classroom management as it relates to student achievement, school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Response to intervention is discussed as it relates to positive behavior interventions and supports. Candidates are introduced to the major theories of behavior, the research base and usefulness of each theory for teachers.</p>	<p>Read: School-wide Positive Behavior Supports for Beginners http://www.pbis.org/school/default.aspx</p> <p>Jonesboro Middle School Case Example http://www.pbis.org/school/primary_level/case_examples.aspx</p> <p>Candidates learn about ways in which culturally influenced factors affect a student's classroom behavior; how culture can influence a) how a student interacts with others and b) how a student interprets the interactions of others. Pages 1-3 http://iris.peabody.vanderbilt.edu/parmod/pa02.html http://iris.peabody.vanderbilt.edu/clde/clde_01.html</p>	<p>Mini Homework Assignment #1: Complete Sections 1 & 2 including Case Studies on Sasha & Mark, and review questions at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html</p>
Part 1:	Creating a Proactive Learning Environment Through Universal-Level Supports and Interventions		
2/6	Prevention of Challenging Behavior Through Rules, Routines and	<p>Primary Prevention: http://www.pbis.org/school/primary_level/de</p>	<p>Mini Homework Assignment #2 Introductory Letter to Parents</p>

	Expectations Candidates write rules, routines, etc. for their own classrooms to be included in a required Classroom Management Plan.	fault.aspx	
2/13	Prevention of Challenging Behavior Through Effective Use of Scheduling, Climate, Classroom Planning, Organization, AND Through High-Quality Instruction Candidates are introduced to the importance of careful attention to scheduling, climate, and organization as an essential component in preventing behavior problems. Guidelines are provided for developing the daily schedule, establishing a positive classroom climate, and organizing the room in a way that avoids predictable management problems.	Secondary Prevention: http://www.pbis.org/school/secondary_level/default.aspx Evidenced-based Practices in Classroom Management: Considerations for Research to Practice by Simonsen, Fairbanks, Briesch, Myers & Sugai on Blackboard.	Mini Homework Assignment #3 Complete Environmental Survey COMPLETE QUIZ #1 ON BLACKBOARD
2/20	Campus Closed for President's Day	Complete Pages 1-3 including activities at Module: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan at: http://iris.peabody.vanderbilt.edu/fba/cresource.htm	No Class
Part 2: Assessing Challenging Student Behavior			
2/27	Determining Reasons for Challenging Behavior Through Functional Behavior Assessment Candidates learn the steps involved in	Complete Pages 4-5 including activities at http://iris.peabody.vanderbilt.edu/fba/cresource.htm	Mini Homework Assignment #4 Classroom Management Self-Assessment Including Student Opportunities to Respond & Effective

	conducting an FBA, possible function of challenging behavior, and how to identify and define problem and replacement behaviors.	Complete Section 3c (The Process of Functional Behavioral Assessment) including review questions at Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html	Praise COMPLETE QUIZ #2 ON BLACKBOARD
3/6	Determining Reasons for Challenging Behavior Through Functional Behavior Assessment (Indirect and Direct Observation) Introduce FBA Required Forms to Conduct FBA 1. FACTS Part A & B 2. Behavior Interview & Reinforcement Survey 3. Informal Student Observation 4. ABC Chart 5. Competing Pathways Chart 6. Reflection Information from this session is the foundation for developing a Positive Behavior Support Plan.	Complete Pages 6-7 including activities at http://iris.peabody.vanderbilt.edu/fba/cresource.htm Complete Section 3d (Developing Hypotheses) including review questions at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html Tertiary or Targeted Interventions: http://www.pbis.org/school/tertiary_level/default.aspx Hannah Case Example on Blackboard	Mini Homework Assignment #5 Complete Section 3b (Defining & Selecting Target Behaviors) including review questions and case studies 1 & 2 at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html
3/12	Introduce Behavior Support Plans BSP Plan: Defining Behavior (Lines 1-4) Recording Behavior Candidates are introduced to the website: www.pent.ca.gov a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-	<i>BSP Desk Reference: Section 4/ Lines 1-4</i> Complete Page 8 including activities at http://iris.peabody.vanderbilt.edu/fba/cresource.htm Candidates download the BSP Desk Reference Manual	FBA FORMS COMPLETED 1. FACTS Part A & B 2. Behavior Interview & Reinforcement Survey 3. Direct Observation 4. ABC Chart COMPLETE QUIZ #3 ON

	based positive practices and helpful information is disseminated statewide through this website.	(http://www.pent.ca.gov/dsk/bspmanual.html) a comprehensive resource and training manual for developing behavior support plans and structuring school environments to prevent behavior problems. Discussion of tools for Recording Behavior	BLACKBOARD
Part 3: Designing intervention Plans for Students with Challenging Behaviors			
3/19	BSP Plan: Environmental & Functional Factors (Lines 5-9) Candidates use the data collected from ABC observation to determine environmental factors that support problem behavior and what environmental changes, structure and supports are necessary to remove the student's need to use this behavior. In this process, candidates learn to hypothesize what they believe to be the function of the student's behavior in order to write a functionally equivalent replacement behavior (FERB).	BSP Desk Reference: Sections 5 & 6 Candidates use the FBA data collected to define problem behavior in observable and measurable terms, and to explain the impact on student's achievement. Candidates complete Lines 1-4 on the BSP. Candidates practice writing BSP lines 5-9. Case studies are provided.	Mini Homework Assignment #6 Collect Baseline Data using one of the methods described on Page 7 at http://iris.peabody.vanderbilt.edu/fba/cresource.htm
3/26	BSP Plan: Teaching & Reinforcement and Reactive Strategies (Lines 10-12) Candidates learn to identify teaching strategies/necessary curriculum and materials needed to teach a functionally equivalent replacement behavior. Strategies for teaching new behavior (e.g., modeling, roleplaying, feedback, etc.) are introduced and practiced in class. Reinforcement procedures for establishing, maintaining, and generalizing new behavior are introduced. Reactive strategies are defined and guidelines for choosing strategies are provided. Candidates practice	BSP Desk Reference: Sections 7 & 8 Complete Lines 5-9 BSP Complete Page 9 including activities at http://iris.peabody.vanderbilt.edu/fba/cresource.htm	Mini Homework Assignment #7 Complete Section 3e (Designing Behavior Support Plans) including Case Study Activity/ Jessie and review questions at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html COMPLETE QUIZ #4 ON BLACKBOARD

	writing BSP lines 10-12). Candidates are introduced to Competing Pathways Charting. Case studies are provided.		DUE: Classroom Management Plan
4/2-6 Spring Break	SPRING BREAK/ CAMPUS CLOSED		
4/9	<p>BSP Plan: Writing Behavioral Goals & Communication and Teaming (Lines 13-14)</p> <p>In this session candidates learn that behavioral goals must be written to allow progress monitoring of the student's response to the selected interventions. Candidates practice writing behavioral goals to increase the conditional use of a FERB as an alternative to the problem behavior Guidelines for writing and scoring goals are presented to candidates during this session. Finally, candidates learn the importance of on-going progress monitoring to documenting student's response to interventions. Candidates practice writing BSP lines 13-14. Case studies are provided.</p>	<p>BSP Desk Reference: Sections 9 & 10</p> <p>Complete Lines 10-12 BSP</p> <p>Complete Section 3f (Implementing & Monitoring Outcomes) including review questions at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html</p>	ALL FBA FORMS COMPLETED
Part 4	SPECIAL CHALLENGES		
4/16	<p>SPED Law/ Suspension & Expulsion</p> <p>Case law and case studies are used to introduce candidates to guidelines for special education student removals for disciplinary purposes (e.g., suspensions, expulsions, manifestation determination, and interim alternative</p>	<p>Complete Lines 13-14 BSP</p> <p>When Zero Tolerance Goes too Far @ http://blog.foxspecaledlaw.com/2011/11/when-zero-tolerance-goes-too-far.html#more</p>	<p>Mini Homework Assignment #8</p> <p>Read very carefully the following case on Blackboard in Mini Homework Activity Folder: Case Law: OAH 2006010033 Student v. Manteca Union School District</p>

	placements).		Identify the key issues? What decision would you make and why? COMPLETE QUIZ #5 ON BLACKBOARD
4/23	SPED Law/ Restraint & Seclusion Research reports, case law and case studies are used to discuss the issues involved in use of restraints and seclusion in schools. Guidelines for appropriate use are provided.	Download PPT: Restraint & Seclusion	Mini Homework Assignment #9 Read and write a one-page reflection on <i>School Is Not Supposed to Hurt</i> posted on Blackboard DUE: Functional Behavioral Assessment
4/30	Student Poster Presentations <ul style="list-style-type: none"> • <i>Educating Homeless Children and Youth</i> • <i>Suicide Prevention & Intervention</i> • <i>Conduct Disorders in Children and Adolescents</i> 	Watch <i>Homeless: The Motel Kids of Orange County, CA.</i> (Blackboard)	Student Poster Presentations DUE: Positive Behavior Support Plan
5/7	Student Poster Presentations <ul style="list-style-type: none"> • <i>Anxiety and Related Disorders In Children and Adolescents</i> • <i>The Use of Medication in the Treatment of Challenging Behavior</i> Bullying Prevention/Law Candidates come to class having watched a PPT on Bullying and the Law and video, "BULLIED: A student, a School and a Case that Made History. Reactions to the video and readings will be discussed in class. Strategies that	Watch Frontline Documentary <i>Medicating Kids</i> online at http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/ Watch <i>Bullied: A Teaching Tolerance Documentary</i> (Blackboard)	Student Poster Presentations

	teachers can use to prevent bullying and promote tolerance will also be discussed.		
5/14	Final Examination The final exam will cover presentation topics and bullying prevention.		FINAL EXAM

EXAMINATIONS AND MAJOR ASSIGNMENTS

MINI HOMEWORK ASSIGNMENTS: (CCTC Standards: PS 12, MM 4, MS 6 TPE 4, 5, 8) LS Standard 8; Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Professional Ethics, Lifelong Learning)

Assignments are all related to assist students in understanding the components involved in identifying challenging student behavior, conducting a functional behavioral assessment, writing a behavior support plan, and monitoring student progress. Online modules will be assigned to introduce and provide practice for understanding of above-mentioned goals. Assignments may also include observation activities in the classroom where you are teaching or observing, reading articles, watching a video, etc. Guidelines will be provided. Each assignment is worth 5 points, will be discussed in class, and is due on assigned date listed in the syllabus.

Mini Homework Assignments 45 points

GROUP POSTER PRESENTATIONS: (CCTC Standards: PS 2, 12, 14, MM 1, MS 1, TPE 4, 12) LS Standard 8; Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Professional Ethics, Lifelong Learning)

In the field of Special Education teachers face a myriad of behavior challenges. Each group will be assigned a specific topic to research and present in class. Topics include medication in the classroom, education of students who are homeless, behaviors related to conduct (disruptive and oppositional defiant behaviors, aggression); attention and activity (ADHD) disorders; and suicide prevention). Each group will be given a set of discussion questions to research and present in class.

Method of Presentation: This is a collaborative group poster presentation in which teams of 6-7 will be expected to thoroughly research an assigned topic. A poster is a form of conference presentation. Guidelines will be provided.

The presenter(s) are on hand to walk the participants through the research questions and results, offer resources, and to answer questions. This means that the viewer and presenter can actually exchange ideas--rarely possible in tightly timed formal conference presentations. Each group will have a maximum of 30 minutes to present. On the day of the presentation, presenters will 1) introduce topic, 2) identify questions to be answered, 3) present information pertinent to classroom teachers, 4) talk about future recommendations for research, share summary handout, and 5) answer questions. The rotation of presenters will be discussed in class.

Summary Handout: Each group must provide participants with a handout including a summary of their research, resources, and bibliography. A minimum of three research-based resources is required for each group member.

Group Evaluation: Group members are expected to participate equally in planning, researching, packaging, and presenting their topic. Each member will turn in to the instructor a self-evaluation and an evaluation on each of their team members before the presentation. Evaluation forms will be provided. The instructor will take into consideration self and group member evaluations of peers when assigning individual grades. See grading rubric and evaluation forms on Blackboard.

Group Poster Presentation **50 points**

FUNCTIONAL BEHAVIORAL ASSESSMENT: (CCTC Standards PS 5, 12, MM 4, MS 6, TPE 8) Candidates will choose one student identified as having challenging behavior. Candidates will collect information using the following forms provided by instructors and posted on Blackboard.

Step 1: Gather Data

Indirect Measures

*FACTS-Parts A & B in textbook (Functional Assessment Checklist for Teachers and Staff)
Behavior Interview and Reinforcement Survey*

Direct Measures

Direct Observation of Student Behavior

A-B-C Analysis

Step 2: Analyze Data and Formulate Hypotheses

Competing Behavior Model

Step 3: Reflection: Write a reflection about this process including a) what you learned about assessing student behavior, and b) what questions you still have about the process.

Guidelines for the report will be provided. Scoring rubric can be found in Course Documents on Blackboard. Candidate Dispositions Addressed: Reflection, Professional Ethics, Collaboration, Lifelong Learning

Functional Behavioral Assessment **35 points**

POSITIVE BEHAVIOR SUPPORT PLAN: (CCTC Standards PS 5, 12, MM 4, MS 6)

Utilizing the information obtained from the Functional Assessment, each student will write a Positive Behavior Support Plan for an individual student (the same student identified for the functional behavioral assessment). Guidelines for the report will be provided. Scoring rubric can be found in Course Documents on Blackboard. Candidate Dispositions Addressed: Reflection, Professional Ethics, Collaboration, Lifelong Learning

Positive Behavior Support Plan **24 points**

CLASSROOM MANAGEMENT PLAN: (CCTC Standards PS 12, MM 4, MS 6, TPE 11, 12)

Each student will design a classroom management plan for his or her classroom and specific student population. Plan includes the development of rules and expectations; relationship building with students, colleagues and family members; strategies for increasing student engagement and for providing quality instruction; appropriate

response to minor misbehavior; interventions for students with challenging behaviors; and finally, a crisis management plan to respond to behavioral and medical emergencies. Guidelines and scoring rubric can be found in Course Documents on Blackboard. Candidate Dispositions Addressed: Reflection, Critical Thinking

Classroom Management Plan **50 points**

QUIZZES

There will be 5 quizzes (20 pts. each) given over the course of the class as indicated on the schedule. Each quiz will cover information from assigned readings, activities, and class discussions. The format for these quizzes will be multiple choice, and true/false questions, and short essay. A time will be set for you to complete each quiz on Blackboard prior to the scheduled class. No makeup quizzes will be allowed for low grades on quizzes previously taken.

Candidate Dispositions: Reflection, Critical Thinking, Lifelong Learning

Quizzes: **100 points**

FINAL

The final will cover the content presented through Special Challenges group presentations. Be sure to keep ALL group handouts. Final date will be announced in class.

Final: **25 points**

*The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

*Required University Policy Statements can be found at the following:
<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements>.

SAMPLE ASSIGNMENT GUIDELINES AND RUBRICS TO FOLLOW

MINI HOMEWORK ASSIGNMENTS

(CCTC Standards: PS 12, MM 4, MS 6 TPE 4, 5, 8)

Due Date	ASSIGNMENT DIRECTIONS
1/30	<p style="text-align: center;">Mini Homework Assignment #1:</p> <p>The purpose of this module is to provide an introduction and overview of positive behavior support (PBS). This module will provide a detailed description of PBS, with an emphasis on how it is applied for individual children within school settings. By completing this module, you will learn several concepts and procedures that will be of use in providing support to children with challenging behavior.</p> <p>Complete Sections 1 & 2 including Case Studies on Sasha & Mark, and review questions at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html</p>
2/6	<p style="text-align: center;">Mini Homework Assignment #2</p> <p>An introduction letter to parents from a new teacher is a way of welcoming the students and parents to one's class and hence, the tone of the letter should be very polite. The letter should make the students and parents excited for starting the new academic year with the teacher. However, teachers should see to it that the letter is written in a formal as well as a professional way.</p> <p>In the beginning of the letter, the teacher should introduce herself to the parents by mentioning her educational background as well as her previous experience. The teacher can talk about where she attained her teacher's degree from and how many years she has worked as a teacher in the same school or some other school. Mentioning whether the teacher was in some other profession before becoming a teacher is also a good idea. It is also fine to write about the teacher's additional qualifications and whether she is currently pursuing some course.</p> <p>The next part of the letter should mention what the students and parents can expect during the academic year. Here, one can also mention one's teaching style and talk briefly about the syllabus that will be covered during the year. One can also mention the activities that will be taking place in the class as well as in the school like projects, picnics, educational trips, etc. This helps in developing the enthusiasm of students and they will surely look forward to start the new year in school. One can also discuss some specific things or concerns like homework, studies, etc. in this letter.</p> <p>The letter must end by encouraging the parents to communicate with the teacher, if they feel the need to do so. It is important to mention</p>

	<p>the time during which parents can come to meet the teacher in the school. Mentioning the teacher's e-mail id is a good way of telling parents that they can communicate with the teacher about any concern that they may feel necessary. Communication through e-mail makes the teacher-parent interaction easier.</p> <p>There are lots of sample letters online.</p>
2/13	<p>Mini Homework Assignment #3</p> <p>Complete Environmental Inventory</p>
2/27	<p>Mini Homework Assignment #4</p> <p>Classroom Self-Assessment</p> <p>Read the article, <i>Using Teacher Praise and Opportunities to Respond to Promote Appropriate Student Behavior</i>, and Complete Monitoring Students' Response Opportunities</p>
3/6	<p>Mini Homework Assignment #5</p> <p>Complete Section 3b (Defining & Selecting Target Behaviors) including review questions and case studies 1 & 2 at: Positive Behavior Supports http://myweb.usf.edu/~aheindel/PBSwebsite.html</p>
3/19	<p>Mini Homework Assignment #6</p> <p>Collect Baseline Data using one of the methods described on Page 7 at http://iris.peabody.vanderbilt.edu/fba/cresource.htm</p>
3/26	<p>Mini Homework Assignment #7</p> <p>Complete Section 3e (Designing Behavior Support Plans) including Case Study Activity/ Jessie and review questions at: Positive Behavior Supports</p>

	http://myweb.usf.edu/~aheindel/PBSwebsite.html
4/16	<p style="text-align: center;">Mini Homework Assignment #8</p> <p>In order to better understand SPED Law as it relates to suspension and expulsion, please read very carefully the following case on Blackboard in Mini Homework Activity Folder: Case Law: OAH 2006010033 Student v. Manteca Union School District</p> <p>Identify the key issues? What decision would you make and why?</p>
4/23	<p style="text-align: center;">Mini Homework Assignment #9</p> <p style="text-align: center;">Read and write a one-page reflection on <i>School Is Not Supposed to Hurt</i> posted on Blackboard</p>

FUNCTIONAL BEHAVIORAL ASSESSMENT DESCRIPTION AND GUIDELINES *(CCTC Standards PS 5, 12, MM 4, MS 6, TPE 8)*

WHAT IS A FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)? Functional Assessment refers to the process of identifying the conditions and probable functions associated with a particular challenging behavior through direct and indirect assessment methods. Assessment data are then used to develop hypotheses about the conditions that are likely to produce the challenging behavior and the function(s) of the challenging behavior. Interventions are then developed on the basis of those hypotheses.

Major Components of Project (See FBA Rubric in Course Documents)

You will follow the steps listed below to conduct the functional assessment.

Step 1: Gather data both indirectly and directly.

Indirect data collection involves gathering information from people who know the child well or who work with the child in educational settings. This involves the completion of the following forms:

- 1. Functional Assessment Checklist Part A:** Part A asks the respondent to identify strengths of the child, problem behaviors, and conditions (referred to as routines on the FACTS form) under which those behaviors are most likely to occur. (See form in Folder: FBA Forms in Course Documents on Blackboard.
- 2. Functional Assessment Checklist Part B:** In Part B, the respondent identifies one to three routines for further assessment to identify more details about the problem behavior, suspected antecedents, typical consequences, and previous strategies that have been used to control the behavior. (See form in Folder: FBA Forms in Course Documents on Blackboard.
- 3. Behavior Interview and Reinforcement Survey:** This form focuses on the features of academic work and classroom environment that the student considers to be relevant to the appropriate and inappropriate behaviors. Given the close relationship between challenging behavior and academic tasks, a careful examination of this variable is important. Soliciting the student's perception of his or her academic work may provide insights that are not otherwise apparent to observers (See form in Folder: FBA Forms in Course Documents on Blackboard.

Direct data collection involves observing the student in the contexts associated with occurrences of the challenging behavior. The data collection step is used to determine the conditions under which the behavior does and does not occur and to begin to identify the potential function(s) of the inappropriate behavior. Note that the assessment process should identify the conditions under which the behavior of concern does not occur, as well as the conditions associated with the occurrence of the behavior. Knowing the antecedents of the appropriate behavior, as well as the inappropriate behavior, will help in the development of the intervention plan. This involves the completion of the following form:

4. **A-B-C Observation Form:** This is a simple data recording method in which you, the observer, provide a written description of events during specific observation period that is associated with direct antecedents and consequences. (See form in Folder: FBA Forms in Course Documents on Blackboard. Be sure take data for several days at the same time for consistency. Remember that you are recording appropriate and inappropriate behavior.
5. **Direct assessment** actually consists observing the problem behavior and describing the conditions that surround the behavior (its context). This context includes events that are *antecedent* (i.e., that occur before) and *consequent* (i.e., that occur after) to student behaviors of interest. There are several tools to select from in recording direct assessment data. Each has its particular strength. IEP teams should consider what they want or need to know about the presenting behavior and select direct observation strategies and recording tools accordingly. The particular instrument for this observation will be discussed in class.

Step 2: Analyze the Data and Formulate Hypotheses

Analyze the data collection on the above forms by looking for patterns in terms of when the problem behavior occurs (suggesting the antecedents and/or setting events for the behavior) and the consequences that follow the behavior (indicating the function(s) of the behaviors). First, compare the indirect assessments (*Functional Assessment Checklist: Teachers and Staff (FACTS) Parts A & B, Behavior Interview and Reinforcement Survey*, and make notes about antecedents and possible functions. The more agreement among respondents (e.g., you and teacher) the more valid the data can be considered.

Next, carefully review direct assessment (i.e., A-B-C Analysis and Informal Student Observation), looking for patterns in how the student responds to different antecedents and what happens after each instance of appropriate and inappropriate behavior. (Write this down) How does the teacher respond? How do his/her peers respond to the problem behavior? Again, look for patterns in the antecedents and consequences. Similar patterns across multiple observations suggest that the antecedents and/or consequences involved may play a role in the student's behavior.

Finally, compare direct observation data against the indirect assessments. Are the speculations found in the indirect assessments supported by the direct observation data? If so, that suggests a strong explanation for the student's behavior. If the data from the indirect assessments are not corroborated by the data gathered in the direct assessments, it does not necessarily mean that the indirect assessment data are invalid, however, in these cases, we suggest further observation.

Formulate Hypotheses

Using the results of the data analysis, the next step is to develop hypotheses. These hypotheses will guide the development of the Behavior Support Plan. In formulating the hypotheses, consider the range of setting events, antecedents, and functions associated with each behavior of concern. The Competing Behavior Model provides a simple, clear approach to organizing FBA data for desired behaviors and problem behaviors.

6. **Competing Pathways Chart:** The Competing Pathways Chart provides a simple, clear approach to organizing FBA data for desired behaviors and problem behaviors. The competing behavior paths diagram plainly shows setting events and antecedents associated with problem behaviors, description of the problem behaviors and consequences that seem to be maintaining those problem behaviors; desired behavior and consequences that currently follow those behaviors; and possible alternative replacement behaviors. (See form in Folder: FBA Forms in Course Documents on Blackboard. See examples at the Pent.ca.gov website)

Step 3: Write a Reflection

7. Reflection: Write a reflection about this process including what you learned about assessing student behavior, what worked, what didn't, etc.

SPED 125 – Functional Behavioral Assessment – Evaluation Rubric

Point Distribution

Student Name: _____

Achieved = 5

Developing = 4

Beginning = 3

Semester _____

Limited = 1-2

Not Met = Zero

Faculty Evaluator: _____

	Major Components of Project	Points Earned
1.	Functional Assessment Checklist Part A	
2.	Functional Assessment Checklist Part B	
3.	Behavior Interview and Reinforcement Survey	
4.	Direct Observation of Student Behavior	
5.	A-B-C Analysis	
6.	Competing Pathways Chart	
7.	Reflection	
	<p><i>Structure</i> (<i>Deductions only</i>) The paper is essentially error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure and organization of ideas. The language is clear, specific and neutral. -3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility</p>	
	<p>Point Totals Total Points Possible = 35 If late, maximum points possible = 30</p>	

Instructor Comments:

*Grading Criteria

Achieved= Grade A= Excellent response, exceeding criteria. All steps in the form have been completed and are clearly explained.

Developing = Grade B= Expectation met. All steps in the form have been completed with adequate explanation and detail.

Beginning = Grade C= Partially met. Basic details/explanation provided for most steps but more needed.

Limited = Grade D = Minimal Response. Few details/explanations provided; much more needed

Not Met = Grade F or Zero= Very minimal or no response/understanding demonstrated. Significant detail/explanation needed.

SPED 125 - CLASSROOM MANAGEMENT PLAN GUIDELINES

(CCTC Standards PS 12, MM 4, MS 6, TPE 11, 12)

Research supports the fact that teachers' actions in their classrooms are highly influential on student achievement. The following assignment is designed to help you develop a management system with the goal of creating a meaningful, active instructional environment where rules and expectations are clear, where more attention is given to desired behavior than to inappropriate behavior, and where inappropriate behavior is dealt with systematically, consistently, and equitable. Please develop a written plan that includes a response to each of the areas listed below.

1. **Rules.** Develop a set of 3 to 5 classroom rules. Describe how you will teach your students the rules. How will you inform parents and solicit their support? (5 POINTS)
 - Guidelines for writing rules
 - State rules in positive terms
 - Keep the number of rules to a minimum
 - Set rules that cover multiple situations
 - Make sure rules are age-appropriate
 - Teach your students the rules
 - Set an example for rule-following behavior
 - Be consistent in enforcing the rules
2. **Student Routines.** A student routine is a specific sequence of actions to efficiently achieve an end result. Routines have to be taught, just as content is taught. Practice and frequent reminders should follow explaining routines before expecting students to complete them correctly. Some situations for which student routines are commonly established are listed below. Write a step-by-step routine for the following activities, and/or policies. The list is far from inclusive, but represents some of the basic routines, etc. which happen in most classrooms. In some settings, pictures or some other form of communication may be necessary. (5 POINTS)

Student Routines

Classroom entry
Classroom dismissal
Sharpening pencils
Requesting assistance from teacher
Passing in papers

3. Teacher Routines

A teacher routine is a specific sequence of actions to efficiently achieve an end result. Teacher routines have to be completely thought out and decided on, before students start class. Some situations for which teacher routines are commonly established are listed below. Write a step-by-step teacher routine for the following activities, and/or policies. The list is far from inclusive, but represents some of the basic teacher routines, etc. which are needed in most classrooms.

Teacher Routines

Greeting and escorting students

Signaling for attention
Giving directions
Providing feedback or corrections
Collecting homework
Late assignments

- 4. Expectations:** Expectations are used to teach students the behavior you expect during each activity throughout the day. Expectations include: Clearly defined rules for behavior, positively stated in an easy to understand format; used to structure each activity in your classroom (in the area of behavior); clearly written in a “what does it look like?” format; kept to a maximum of 3 or 4 per activity; use of photographs and visuals to illustrate.

Expectations

Teacher-directed lessons
Whole Class
Small Group
Independent work
Lining up
Transitions

- 5. Reminders.** Once you develop your rules and procedures, you should next decide what forms of reminders you use or will use to help students remember those rules and procedures. Reminders should be actively incorporated in teaching and review activities. Identify 3 visual and 3 auditory reminders you will use to help students remember rules and/or procedures. (5 POINTS)
- 6. Relationships.** Positive, proactive relationships with **students, colleagues, and families** will not prevent or solve all behavior management problems. But good relationships will provide a foundation that makes behavior management easier and more effective in the long run. Describe how you do or will begin to establish these positive relationships. (5 POINTS)
- 7. Student Engagement.** Numerous studies have shown that improving students’ academic success improves classroom behavior. Identify 5 strategies will you use to increase student engagement in the classroom? Defend your choices with research. (5 POINTS)
- 8. Effective Instruction.** Instruction may be the most critical antecedent for appropriate behavior. Instruction should be carefully and systematically planned. Identify 5 research-based strategies to teach academic content to students with disabilities. Identify 5 research-based strategies you will use to ensure that students master new material beyond the acquisition state. (5 POINTS)
- 9. Response to Minor Misbehavior.** When misbehavior is minor, the best responses are those that are low profile and non-coercive. Responses in this category keep the responsibility for correcting the problem with learners and provide them with an opportunity to self-correct and practice self-control. Identify five verbal and five non-verbal responses that can be used to redirect students. (5 POINTS)

Verbal	Non-Verbal
Quiet rule reminder	Proximity control

10. **Targeted and Tertiary Interventions and Supports.** Some students who continue to exhibit challenging behaviors will need additional support to be successful in school. Identify 5 research-based intervention strategies you might use to support students in learning new, more productive behaviors. (5 POINTS)

11. **Crisis Plan:** For a classroom teacher, the key components of a crisis plan often include getting immediate assistance for either behavioral or medical situations. Behavioral situations might include situations when a student’s behavior is out of control, potentially self-injurious, or potentially harmful to others in the environment. A medical emergency might include situations where a student is having a seizure, or an asthma attack. By developing preplanned and well thought-out strategies for dealing with a crisis, a teacher can subsequently a) reduce the uncertainty of what actions he or she may take; b) increase their control of a situation; and c) decrease their own anxiety, fear or frustration about handling a crisis. When developing your plan to respond to a crisis (i.e., behavior, medical emergency) in the classroom, it is important to include the following:

- Who will seek assistance (e.g., the teacher, another student)
- Who will be notified (e.g., the office, the nurse)
- What do you want the rest of the students to do during the crisis (e.g., get help, continue working, give the student in crisis some space by backing away)
- What will you do after the crisis is over (e.g., talk to the student, contact parents, develop a contract, utilize conflict resolution) (5 POINTS)
- Please attach a copy of your districts plans for responding to these types of crisis situations.
- Please attach a copy of your districts reporting policy for abuse and/or neglect.

Name: _____

Date: _____

**Classroom Management Rubric – SPED 125
CCTC Standards PS 12, MM 4, MS 6, TPE 12**

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
<i>1. Classroom Rules</i>	There are not more than 5 rules. The rules are observable, measurable, positively stated, with no question about meaning. Methods for teaching the rules are clearly described and appropriate for the setting.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>2. Student Routines</i> requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers	Steps for student routines are clearly stated and methods for teaching routines are clearly described.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>3. Teacher Routines</i> greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, collecting homework, late assignments	Routines are clearly stated and easy for students to follow.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>4. Expectations for encouraging appropriate student behavior</i> Whole-class, independent work, lining up, teacher- directed lessons, small group, transitions	The steps for each expectation are observable and easy to follow. The methods for teaching the expectations are clearly described.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>5. Reminders</i>	3 visual and 3 auditory reminders are clearly stated to help students remember rules, procedures, and/or expectations.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>6. Relationships</i>	Strategies for building relationships with 1) students, 2) colleagues, and 3) families promote a productive learning environment and have the potential to reduce inappropriate behavior.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
<i>7. Student Engagement</i>	Strategies to increase student engagement in learning are supported by research. List References	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	

8. <i>Effective Instruction</i>	Instructional strategies to teach academic content to students with disabilities are research-based. List references.	5 = Achieved 4 = Developing	3 = Beginning 2-1 = Limited 0 = Not Met	
9. <i>Response to Minor Misbehavior</i>	Verbal and Non-verbal strategies are low profile, and provide learners with opportunities to self-correct and practice self-control.	5 = Achieved 4 = Developing	3 = Beginning 2-1 = Limited 0 = Not Met	
10. <i>Targeted and Tertiary Interventions and Supports</i>	Intervention strategies are research-based and support student learning of new, more productive behaviors.	5 = Achieved 4 = Developing	3 = Beginning 2-1 = Limited 0 = Not Met	
11. <i>Crisis Plan</i>	The plan to respond to behavioral AND medical crises or emergencies includes a step-by-step response. Who will seek assistance, who will be notified, what will the non participating students do, and what will you do after the crisis is over? A copy of the district policy is attached.	5 = Achieved 4 = Developing	3 = Beginning 2-1 = Limited 0 = Not Met	
<i>Structure (Deductions only)</i> The paper is essentially error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure and organization of ideas. The language is clear, specific and neutral. -3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility				
<i>Point Totals</i>		Total Possible = 50 If late, maximum possible = 45		

*Grading Criteria

Achieved = Grade A = Excellent response, exceeding criteria. Much detail/explanation provided.

Developing = Grade B = Expectation met. Some details/explanation needed.

Beginning = Grade C = Partially met. Basic details/explanation provided but more needed.

Limited = Grade D = Minimal Response. Few details/explanations provided; much more needed

Not Met = Grade F or Zero = Very minimal or no response/understanding demonstrated. Significant detail/explanation needed.

Sample Poster Presentation Topic Questions

SPECIAL CHALLENGES TOPIC: Education of Homeless Children and Youth in California

Team Members:

—

QUESTIONS TO BE ADDRESSED

- Define the term, “homeless children and youth.”
- What is the prevalence of homelessness in children & youth in California? In Fresno?
- What are the main causes of homelessness?
- What are the characteristics and primary needs of homeless students?
- What is the McKinney-Vento Homeless Act, and how does it affect families in California?
- What roles does Special Education play in the identification and education of homeless children and youth?
- What can classroom teachers do to support homeless children and their families?
- What resources are available in California and Fresno to support homeless children and their families?

Poster Evaluation Criteria:

Poster title:

Team Members:

The following criteria will be used to rate the poster presentation on a scale of 1-5 (1=strongly disagree; 3=neutral; 5=strongly agree). Judgment of posters should focus on what the student did and learned, and his/her understanding of the project's scope. From 1-5 points may be added or subtracted from individual scores for spelling, grammar, punctuation and/or peer evaluation comments. **CCTC Standards: PS 2, 11, 12, 14, MM 1, MS 1, TPE 4, 5, 12**

I Technical: Please score each item on a 1 - 5 scale, with 1 = Strongly disagree, and 5 = strongly agree

Legibility (adequate font size, quality of printing, etc.)	1 2 3 4 5
Materials (materials create a polished presentation)	1 2 3 4 5
Overall visual appeal (layout of text & figures)	1 2 3 4 5
(1) Total technical score: _____	

II. Content: Please score each item as indicated [1 - 5 scale, with 1 = strongly disagree, and 5 = strongly agree; or select Yes/No for items thusly rated].

Title (effectively highlights the poster's subject matter)	No = 0, Yes = 1
Authors (team members listed; institutional affiliations listed)	No = 0, Yes = 1
Introduction: Discussion questions are listed and introduced	1 2 3 4 5
Results: Presenters answered discussion questions	1 2 3 4 5
Tables Charts or Figures (effectively communicates key facts and concepts; captions next to corresponding table or figure)	1 2 3 4 5
Handout including summary of presentation, bibliography, and resources are indicated	1 2 3 4 5
(2) Total content score: _____	

III. Oral Presentation: Please score each item as indicated [1 - 5 scale, with 1 = strongly disagree, and 5 = strongly agree; or select Yes/No for items thusly rated]

Each team member was available to present the poster	No = 0, Yes = 1
Team members' answered discussion questions clearly and succinctly	1 2 3 4 5
Team members' displayed apparent grasp/understanding of content presented	No = 0, Yes = 1
Team members engaged the audience (volunteered information or asked questions)	1 2 3 4 5
Short, to the point presentation conveying 'take home message'	No = 0, Yes = 1
(3) Total presentation score: _____	

TOTAL SCORE (1 + 2 + 3) =

COMMENTS:

Self and Peer Evaluation Form

Student Name: _____ Self () Peer () Peer Name: _____

BEFORE the night of the presentation:

1. Make a blank copy of this form for you and each of your group members.
2. Complete section # 1 & 2 on yourself.
3. Complete section # 1 & 2 on each of your group members.

On the night of the presentation:

1. Submit the completed forms to the instructor before class begins.

Directions: List the specific tasks you or your peer completed for this presentation.

Research	Poster Presentation

Please consider each area listed below as you reflect and comment on your own or a peer's contribution to the group presentation.

Professionalism	Present at all group meetings Is a good listener, Respects others ideas Pulls fair share in regard to overall workload on project Overall demonstration of professionalism in regard to group project
Initiative	Makes helpful suggestions in regard to how to accomplish tasks Seeks input from other group members Volunteers during group meetings when tasks need to be accomplished Overall demonstration of initiative in regard to group project.
Effectiveness	Meets deadlines Incorporates materials from the course and from outside the course in project preparation Contacts group members to discuss project when appropriate Is responsible to complete agreed upon parts of the project Demonstrates overall effectiveness in independent work
What was the individual's most valuable contribution to the group?	
What specific suggestion(s) would you make to this individual for work on future projects?	