

Course Description

This course provides an introduction to applied behavior analysis with anticipated application to children and youth with exceptionalities. The emphasis is on a proactive and positive supportive orientation for reinforcing desirable behaviors and facilitating the acquisition of new behaviors. Ethical issues are examined with careful consideration given to procedural regulation, parent involvement, program review, and community-referencing of practices.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites

None

Guidelines Used for Developing Course

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- Florida Educator Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)
- Behavior Analyst Task List-Fifth Edition- <u>www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf</u>
- BACB Professional and Ethical Compliance Code www.bacb.com/ethics/#ethics_requirements

Course Objectives/Student Learning Outcomes

The objective of this course is to equip the practicing teacher or other professional engaged in providing behavioral support and skill development efforts for persons with disabilities with an understanding of best-practices and fundamental principles and procedures in applied behavior analysis. Upon successful completion of this course students will:

- 1. Describe and appreciate the role of supportive, positive, and effective environments in preventing behavior problems. (CEC bd5S1) (EAP a.2.f) (ESOL D1: S1.1.f)
- 2. Describe and explain basic behavioral procedures as principles of applied behavior analysis. (CEC bd1K2, 1K5, 4S2, 7K1) (ESE 4.5) (EAP a.2.g, b.1.b) (BACB Task List B-1 thru B-15)
- 3. Discuss how behavior analytic principles can be applied to a problem or cluster of problems to determine whether active intervention is appropriate. (ESOL D5:S5.1.a)
- 4. When presented with a typical behavior challenge, select effective and culturally appropriate behavioral techniques, plan an intervention, gather and record data, evaluate treatment effectiveness, and outline a plan for generalization. (CEC bd5K2, 5S1, 7S1, cc5S1, 8S4) (ESOL D1:S1.1.a) (BACB Task List B-4)
- 5. Describe the essential ethical and practical issues which must be considered if we are to respect the rights and display sensitivity to the linguistic and cultural backgrounds of children and families when applying interventions. (CEC cc1S1, 3K3, 3K4, 6K3, 9S6) (ESE 4.1) (EAP a.2.d) (ESOL D1:S1.1.a, D1:S1.1.b)
- 6. Chart behavioral data in at least two standard formats and present these data to your peers accurately and efficiently. (CEC 8S2, 8S7) (ESE 4.2)
- 7. Develop, collect data, and graph SAFMEDS to build fluency with behavior analytic terminology and principles. (BACB Task List B-1 thru B-15)

Assessment Procedures

Assignment	Points	% of Course Grade
Online quizzes (10 quizzes /10 pts. each)	100	40%
Final Exam	50	21%
Summary Presentations (2 summaries / 10 pts. ea.)	20	8%
SAFMEDS (5 sets / 5 pts. ea.)	25	11%
Case Studies (2 studies / 10 pts. ea.)	20	8%
Group presentation	15	6%
Horner article	10	4%
TOTAL	240	100%

Department Grading Scale

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A = 90-92	B-= 87=89	B = 83-86
B - = 80 - 82	C+ = 77-79	C = 73-76	C = 70-72
D+=67-69	D = 63-66	D- = 60-62	F = Below 60

Course Assignments

1. Summary of Three (3) Research Articles

Students are to present summaries of two articles from peer reviewed journals.

- *The first article* will be selected from a given list of seminal articles relating to the establishment of ABA. (List of articles to be provided in class)
- *The second article* will be selected from a given list of empirical research in the field of ABA. (List of articles to be provided in class)

Summary Presentation #2 will be summarized using the following format: **Introduction**; **Research Questions**; **Method** (Subjects and Setting; Dependent variables and data collections; Independent variable(s); Intervention procedures; Experimental designs); **Results**; **Discussion**. More detailed instructions to be provided by professor.

Note: No written report accompanies these presentations. Each presentations will be 10-15 min. maximum and students may use a format of personal choice (i.e., PPT, Slides, Canva, Prezi, etc.). One person from the group will upload the group's presentation to Canvas prior to the date of presentation. (See rubric in Appendix D)

OBJ. 1, 2, 3, 5, & 6

2. Library Assignment: Horner et al. article

Horner, R.H., Dunlap, G., Koegel, R. L., Carr, E.G., Sailor, W., Anderson, J., Albin, R. W., O'Neill. (1990). Toward a technology of "nonaversive" behavioral support. *JASH*, 15, 125-132.

Read the article carefully and identify some of the changes since 1990 in the field of positive behavior support. Since the authors recommended the technology of positive behavior support 25 years ago, we have seen the field flourish and we don't even use the word "nonaversive" anymore. So, after you read the article carefully, provide an in-depth two-page (double-spaced) summary of the article and reflect on your understanding of the field since 1990. There is no specific format for this assignment (i.e., not asking for APA format.)

OBJ. 1, 2, & 5

3. Group Presentation

Each group will prepare and deliver <u>one</u> 15-minute presentation on an assigned topic in Applied Behavior Analysis. Each presentation must adhere to the assigned topics and feature the following elements:

- a) PowerPoint or Prezi
- b) One student-produced handout containing information critical to the topic (i.e., fact sheet)
- c) List of six behavior analytic references, one of which MUST be Cooper, Heron, & Heward (2007)
- d) Additional material can be used (instructor approved); each of the items a c must be used at minimum.

Note: No written report accompanies this presentation. Students will prepare a 20-minute presentation using a format of personal choice. One student from the group will upload the presentation to Canvas prior to the date of presentation. (See rubric in Appendix D)

Topics for brief reports:

- Reinforcement vs. Punishment Contingencies
- Schedules of Reinforcement
- Motivating Operations
- Stimulus: Class, Control, & Relations
- TBD

OBJ. 2. 3. & 6

4. Case Studies

Students will be responsible for completing two case studies. Students will respond to the presented cases by describing behavior analytic approaches used to develop and implement the intervention. The components of the intervention will be based on the materials distributed in class. The response format will be further clarified in class.

OBJ. 1. 3-6

5. SAFMEDS

For this requirement, students will learn essential behavioral analytic terminology and principles by creating and practicing by using a set of flash cards in order to reach a fluent level of responding. The acronym SAFMEDS serves to describe a data-based instructional process in which students, Say the content, addressing All of the cards in the set, at a pace that is Fast, within a Minute time period, conducted Every Day, and Shuffled for each practice to randomize the deck.

Students will be instructed on how data can be taken from each timed performance and graphed on a Standard Celeration Chart (SCC) to both record performance and improve the quality of self-instructional decision making. The recorded data on the SCC is an essential element of the assignment.

Students will be given a list of terms to be used in the development of the SAFMEDS (to be provided via Canvas). Guidelines on how to create and use SAFMEDS and record data will be explained by instructor.

Sample card content

Front of card: The "Father of ABA" is .

Back of card: B.F. Skinner

OBJ. 2, 6, & 7

6. Quizzes

Students are responsible for all assigned readings prior to coming to class and should be ready to discuss the material in the readings. There will be a short online quiz on Canvas for most of the weeks. These quizzes will cover the information from the assigned readings and class discussions of that week. There will be a total of 10 multiple-choice questions per quiz with a time limit of 20 minutes. These quizzes are open-book/open-note, however they are timed. Therefore, you should read and review your materials prior to taking the quiz because there will not be enough time to look up every answer.

Collaboration with others during the taking of the quiz is considered cheating and is prohibited.

Quizzes will be made available during the week in which they are assigned and will close at 11:59 PM on Sunday. This will be the only time the quiz is open so plan accordingly. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances. You will only be provided access to the quiz once.

7. Exam

There will be a comprehensive final exam and will cover all material presented throughout the semester, including content of the BCBA Fifth Edition Task List. The final exam will consist of multiple-choice items and will be administered through Canvas. The use of notes and reading materials are allowed, however it will be timed. Therefore, it is to your advantage to familiarize yourself as best as possible with the reading materials and lectures throughout the semester.

Virtual Learning Expectations

In this virtual learning space, rules of engagement are constantly shifting. As such, the Department of Special Education (DSE) devised student expectations for engaging within the virtual learning space.

Where applicable, such as during class sessions or virtual office hours, you are expected to adhere to the Department's Virtual Learning Expectations available in our course on Canvas. Students are expected to review this document, sign the last page, and upload the signed document to the assignment link.

TurnItIn

Upholding integrity of your work and other scholarly work. Turnitin is a web-based plagiarism database that is used to detect digital, physical and AI occurrences from previous written works.

All written assignments will go through Canvas using Turnitin.

How does Turnitin work via Canvas?

Students submit their assignment through Canvas. Students will submit each assignment on Canvas and their assignment will then be reviewed through Turnitin. No need to purchase Turnitin or create a Turnitin account. Once you submit your assignment, you are able to review your Turnitin Report.

Turnitin Report Student View on Canvas video: www.youtube.com/watch?v=KOcwk2oCOag

Here are helpful links for students to reference pertaining to Turnitin and plagiarism:

Turnitin Feedback Studio: Quick Start Guide for Students: www.youtube.com/watch?v=4m-wr2ebHPU

10 Types of Plagiarism www.youtube.com/watch?v=EF5eFeJMplA

Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program.

Technology

Email: Your FAU email address will be used.

Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: https://canvas.fau.edu/ (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Course Communication Policy

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (https://odr.dc.gov/page/people-first-language)

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

- 1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
- 2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.
- 3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
- 4. **Attendance is required**. Any more than 3 unexcused absences will result in a failing grade. Viewing of recorded class lessons does not supplant class attendance.
- 5. Due dates for assignments are provided in the course outline and will be enforced. Late assignments will not be accepted.
- 6. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. You must request accommodations before you are absent from class.
- 7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
- 8. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see <u>University Regulation 4.001</u>.

Required Texts/Readings

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020) *Applied behavior analysis (3rd Ed.)* Hoboken, NJ: Pearson.
- Horner, R.H., Dunlap, G., Koegel, R. L., Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., O'Neill. (1990). *Toward a technology of "nonaversive" behavioral support.* JASH, 15, 125-132.
- Behavior Analyst Certification Board™ Fifth Edition Task List <u>www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-pdf</u>

Bibliography

(A partial list of resources used in the development of this course)

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020) *Applied behavior analysis (3rd Ed.)* Hoboken, NJ: Pearson.
- Kerr, M.M., & Nelson, C.M. (2010). *Strategies for addressing behavior problems in the Classroom* (6th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2018). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing, Corwnall-on-Hudson, NY.
- Richards, S., Taylor, R., Ramasamy, R. (2018) *Single subject research: Applications in educational and clinical settings* (3rd ed.). Belmont, CA: Wadsworth, Cengage Learning.

Appendix A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

What every special educator must know: Ethics, standards and guidelines for special educators (6th ed.) 2009. Reston, VA: CEC Publications.

1. Foundations

- bd1K2 Educational terminology and definitions of individuals with emotional /behavioral disorders
- bd1K5 Theory of reinforcement techniques in serving individuals with emotional/behavioral disorders.
- cc1S1 Articulate personal philosophy of special education

3. Individual Learning Differences

- cc3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.
- cc3K4 Family systems and the role of families in supporting development

4. Instructional Strategies

bd4S2 Advantages and limitations of instructional strategies and practices for teaching individuals with emotional/behavioral disorders

5. Learning Environments and Social Interactions

- cc5S1 Create a safe, equitable, positive and supportive learning environment in which diversities are valued.
- bd5K2 Functional classroom designs for individuals with emotional/behavioral disorders
- bd5S1 Establish a consistent classroom routine for individuals with emotional/behavioral disorders

6. Language

cc6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

7. Instructional Planning

- bd7K1 Model programs that have been effective for individuals with emotional behavioral disorders across the age range.
- bd7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

8. Assessment

- cc8S2 Administer nonbiased formal and informal assessments
- cc8S4 Develop or modify individualized assessment strategies.

cc8S5 Interpret information from formal and informal assessments
 cc8S7 Report assessment results to all stakeholders using effective communication skills
 bd8K1 Characteristics of behavioral rating scales
 bd8S1 Prepare assessment reports on individuals with emotional/behavioral disorders based on behavior-ecological information
 bd8S2 Assess appropriate and problematic social behaviors of individuals with emotional/behavioral disorders

9. Professional and Ethical Practice

cc9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

- 4.1.1 Analyze legal & ethical issues pertaining to positive behavior management strategies & disciplinary actions.
- 4.1 Identify data collection strategies to assess student behavior.
- 4.2 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.
- 4.3 Identify & interpret the essential elements of a functional behavior assessment & a behavior intervention plan.
- 4.4 Recognize the various concepts & models of positive behavior management.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

- a.2.d Quality of Instruction: Learning Environment: Respects students' cultural, linguistic, and family background
- a.2.e Quality of Instruction: Learning Environment: Models clear, acceptable, oral and written communication skills
- a.2.f Quality of Instruction: Learning Environment: Maintains a climate of openness, inquiry, fairness, and support
- a.2.g Quality of Instruction: Learning Environment: integrates current information and communication technologies
- b.1.b. Continuous Improvement, Responsibility, and Ethics: Professional Improvement: Examines and uses data-informed research to improve instruction and student achievement
- b.1.d. Continuous Improvement, Responsibility, and Ethics: Professional Improvement: Engages in targeted professional growth opportunities and reflective practices

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1:S 1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

- D1:S1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- D1:S 1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
- D5:S5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels
- D5:S5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

Appendix B

BCBA Task List – Fifth Edition

EEX 5612

	SECTION 1: FOUNDATIONS
#	B. CONCEPTS AND PRINCIPLES (45 hrs.)
B-1	Define and provide examples of behavior, response, and response class.
B-2	Define and provide examples of stimulus and stimulus class.
B-3	Define and provide examples of respondent and operant conditioning.
B-4	Define and provide examples of positive and negative reinforcement contingencies
B-5	Define and provide examples of schedules of reinforcement.
B-6	Define and provide examples of positive and negative punishment contingencies.
B-7	Define and provide examples of automatic and socially mediated contingencies.
B-8	Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.
B-9	Define and provide examples of operant extinction.
B-10	Define and provide examples of stimulus control.
B-11	Define and provide examples of discrimination, generalization, and maintenance.
B-12	Define and provide examples of motivating operations.
B-13	Define and provide examples of rule-governed and contingency-shaped behavior.
B-14	Define and provide examples of the verbal operants.
B-15	Define and provide examples of derived stimulus relations.

Appendix D Assignment Rubrics

Horner et al. Article Review

Criteria		Ratings		Pts	
Summary & Reflection	5 pts Provides excellent summary & reflection of the article using all research topics	3 pts Provides adequate summary & reflection of the article using all research topics	1 pts Provides inadequate summary & reflection of the article using all research topics	5 pts	
Mechanics	5 pts Correct grammar, punctuation, and person first language is consistently used; assignment expectation met	3 pts Correct grammar, punctuation, and person first language is mostly used and/or assignment expectations not met	1 pts Correct grammar, punctuation, and person first language is inconsistently used and ssignment expectations not met	5 pt	

Article Summary #1

Criteria		Ratings							Pts	
Summary, Outline, Content	4 pts Group demonstrate knowledge (more th required) with explanations and elaboration; equal contributions made each group member	an by	3 pts Group was at ease content, but unable elaborate on certai points and/or contributions made each group membe not equal	e to n e by	rudin quest contr by ea	p was able to er only nentary tions. and ributions mad ach group ber were not	le	1 pts Group provided inadequate summary of the article and could not answer questions about the article	4 pts	
Visual Support & Delivery	4 pts Group used visuals and other media to reinforce screen text and presentation; used a clear voice and correct, precise pronunciation of terms and no reading of slides to audience.	3 pts Group used some visuals to reinforce screen text and presentation; Presentation had more than 2 misspellings or grammatical errors; voices were mostly clear and correct, most words pronounced correctly, and/or minimal reading from slides.		visuals screen presen Presen than 2 gramm voices audible pronou and/or	pts roup rarely used suals to reinforce reen text and resentation; resentation had more an 2 misspellings or ammatical errors; bices were barely udible, several words ronounced incorrectly, ad/or minimal reading om slides.		1 pts No visuals used to reinforce screen text and presentation; Presentation had more than 4 misspellings or grammatical errors; presentation was inaudible, incorrect pronunciation of terms, and read entirely from slides.		4 pts	
Mechanics, Delivery, & Expectations	2 pts Presentation had no misspellings or grammatical errors; adhered to 10-15 min. time limit	Co pe fe	pts prrect grammar, punctuation, and preson-first language is used but a w errors are evident; and/or did but adhere to 10-15 min. time limit		t a id	person-first lang		r, punctuation, and guage is used but a vident and did not min. time limit	2 pt	

Article Summary #2

Criteria		Ratings						Pts	
Summary, Outline, Content	4 pts Group demonstrated full and accurate knowledge of all experimental research areas; equal contributions made by each group member		3 pts Group demonstrated some accurate knowledge of experimental research areas and/or contributions made by each group member were not equal		2 pts Group demonstrated few accurate knowledge of experimental research areas and/or contributions made by each group member were not equal			1 pts Group did not present accurate knowledge of all experimental research areas	4 pts
Visual Support & Delivery	4 pts Group used visuals and other media to reinforce screen text and presentation; used a clear voice and correct, precise pronunciation of terms and no reading of slides to audience	to re and press than gram voice and o pron and/	inp used some visuals inforce screen text presentation; entation had more 2 misspellings or imatical errors; es were mostly clear correct, most words ounced correctly, or minimal reading slides.	2 pts Group rarely used visuals to reinforce screen text and presentation; Presentation had more than 2 misspellings or grammatical errors; voices were barely audible, several words pronounced incorrectly, and/or minimal reading from slides;		1 pts No visuals used to reinforce screen text and presentation; Presentation had more than 4 misspellings or grammatical errors; presentation was inaudible,, incorrect pronunciation of terms, and read entirely from slides		4 pts	
Mechanics, Delivery, & Expectations	2 pts Presentation had no misspellings or grammatical errors, research componen included and proper addressed, and adhe to 10-15 min. time I	1 pts Correct grammar, pu person-first languag few errors are evide components not incl inadequately addres not adhere to 10-15	ge is used but a and person-first I but a few errors a luded and/or research compon and/or inadequat			n-first lan errors are omponen dequately	guage is used evident, ts not included addressed,	2 pts	

Group Presentations

Criteria				Rat	tings				Pts
Organization	3 pts Group presents information in logic interesting sequence which audience can follow.	2 pts Group presents information in logical sequence which audience can follow. 1 pts Audience has difficulty following presentation because student jumps around.			O pts Audience cannot understand presentation because there is no sequence of information.			3 pts	
Content Knowledge	Group demonstrates full knowledge (more than required) with explanations and elaboration; selected supporting articles are valid and high quality art val		P pts Group is at ease with content, but ails to elaborate; elected supporting articles are valid or of juality	Group is uncomfortable with with information and is able to answer only rudimentary questions; selected supporting articles do not meet standards for validity and quality		0 pts Group does not have grasp of information; student cannot answer questions about subject and selected supporting articles do not meet standards for validity and quality			3 pts
Visuals	3 pts Group used visuals reinforce screen tex presentation.		and text and		/isuals related to Group occasional us				3 pts
Mechanics	3 pts Presentation has no misspellings or grammatical errors.	more t	pts resentation has no nore than two nisspellings and/or rammatical errors.		three misspellings four		pts tudent's presentation had our or more spelling errors nd/or grammatical errors.		3 pts
Delivery	3 pts Students used a cleavoice and correct, precise pronunciation of terms, did not reasilides to audience, and adhered to time lime. Accompanying handout exemplified creativity, was visual supporting, and accurate.	ar S c c c c n n n n n n n n n n n n n n n	2 pts Students' voices we clear, pronounced r words correctly, reminimally from slide and/or, did not adh to time limit. Accompanying handout demonstrations creativity, was visually supporting accurate.		members had diffice hearing presentation entirely from slidered did not adhere to the Accompanying har demonstrated min creativity, was son	, audience culty on, reads s, and/or, ime limit. idout imal newhat	0 pts Students were inaudible, incorrectly pronounced terms, and read entirely from slides. No accompanying handout provided.		3 pts

Total Points: 15