## EPSY 6141 Positive Behavior Support

**Brief Description of student as a learner including preferences and strengths (2/30)**

Description addresses few (1-2) of the five categories delineated in level 4 in a cogent manner or (2-3) categories with some unclearly described. Description addresses some (2-3) of the five categories delineated in level 4 in a cogent manner or (3-4) categories with some unclearly described. Description addresses the majority (3-4) of the five categories delineated in level 4 in a cogent manner or (4-5) categories with some unclearly described. Description addresses student’s grade level, academic abilities, preferences, strengths & behavior of concern in a cogent manner.

**Comprehensive Functional Assessment (FBA) including data, analysis of patterns and description of quality of life (QOL) & communication/social skills & networks & friendships at school. (5/30)**

3 or more elements are missing from the following: Assessments include ABC data & two additional assessment tools/strategies. Analysis of data identifies patterns in antecedents and consequences. Description of QOL & social skills addresses success, friendships and ability to communicate in social contexts. Addresses all but 2 components of the following: Assessments include ABC data & two additional assessment tools/strategies. Analysis of data identifies patterns in antecedents and consequences. Description of QOL & social skills addresses success, friendships and ability to communicate in social contexts. Addresses all but one component of the following: Assessments include ABC data & two additional assessment tools/strategies. Analysis of data identifies patterns in antecedents and consequences. Description of QOL & social skills addresses success, friendships and ability to communicate in social contexts.

**Hypothesis development including 3 component hypothesis development statements and a competing behavior analysis diagram (3/30)**

Hypothesis relates to data and statement includes 3 components (when xxx occurs, student will do xxx, in order to get or avoid xxx). Competing behavior analysis accurately depicts antecedents, problem behavior, maintaining reinforcers and replacement behavior. Hypothesis relates to data and statement includes 3 components (when xxx occurs, student will do xxx, in order to get or avoid xxx). Competing behavior analysis accurately depicts antecedents, problem behavior, maintaining reinforcers and replacement behavior. Hypothesis relates to data and statement includes 3 components (when xxx occurs, student will do xxx, in order to get or avoid xxx). Competing behavior analysis accurately depicts antecedents, problem behavior, maintaining reinforcers and replacement behavior.

**Multi-element support plan including: operational definition of target behavior, environmental modifications, & instruction of replacement behavior (5/30)**

Two or more elements are missing or incorrect. Definition of target behavior can be observed & measured, environmental/antecedent modifications related to assessment results. Instruction of replacement behavior has a systematic plan (may be your DTF or PRT lesson). Two or more elements below are missing: Definition of target behavior can be observed & measured, environmental/antecedent modifications related to assessment results. Instruction of replacement behavior has a systematic plan (may be your DTF or PRT lesson). All elements below are addressed but poorly articulated: Definition of target behavior can be observed & measured, environmental/antecedent modifications related to assessment results. Instruction of replacement behavior has a systematic plan (may be your DTF or PRT lesson).

**Multi-element support plan including: improving school experience (Two strategies from this course e.g., lesson plan, visual schedule, power cards, social stories, comic strips) with average score of 78% or less. OR less than 2 strategies.**

Two or more strategies from this course e.g., lesson plan, visual schedule, power cards, social stories, comic strips) with average score of 79-85%. Two or more strategies from this course e.g., lesson plan, visual schedule, power cards, social stories, comic strips) with average score of 86-92%. Two or more strategies from this course e.g., lesson plan, visual schedule, power cards, social stories, comic strips) with 93% or better scores.

**Impact of plan implementation**

Implementation data/outcomes of PBS Implementation data/outcomes of PBS Implementation data/outcomes of PBS Implementation data/outcomes of PBS
<table>
<thead>
<tr>
<th>Score/Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>including: data documenting changes in target or replacement behavior, OR impact you hope your support plan will have AND other changes such as the impact of this course's assignments (5/30)</td>
<td>support plan are not provided/described and/or not one intervention designed this quarter has been implemented &amp; outcomes described.</td>
<td>support plan are provided/described but not realistic. At least one intervention designed this quarter has been implemented &amp; outcomes described.</td>
<td>support plan are provided/described and are realistic. At least one intervention designed this quarter had been implemented &amp; outcomes described.</td>
<td>support plan are provided/described and are realistic. At least two interventions designed this quarter have been implemented &amp; outcomes described.</td>
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