University of Utah
Department of Special Education
Special Education 5022/6022-1
Principles of Instruction and Behavioral Support
Spring 2019

Instructor: Maggie Crockett, PhD
Email: margret.crockett@utah.edu
Office: SAEC 2263, phone: (801) 581-3680 or (801) 581-8121
Office hours: By appointment
Time: Wednesdays and online, 4:35 p.m.-7:05 p.m.
Location: Beh S 109
Credit Hours: 3

Required Text:
The following text is available at the University Bookstore:


Additional Required Readings:
The required readings will be made available via Canvas. It is the student’s responsibility to access the appropriate readings for each module throughout the semester. Please see the course calendar for required readings.

Optional Text:
This course requires all papers and projects to be written in accordance with the guidelines put forth by the American Psychological Association. The APA manual (6th Edition) is not required for this class but it is strongly recommended that students have access to this manual. The manual can be purchased at the University Bookstore and is also available at the Marriott Library.

Course Description:
The objectives of this course are designed to help prospective general and special educators develop an understanding of the theoretical and applied foundations of instructional and behavioral support strategies for students with disabilities. Online and in-person activities, discussions, and projects will concentrate on how to assess and implement strategies for organizing and managing a classroom environment. Students will learn how to develop, implement, and evaluate classroom management strategies as well as comprehensive behavior support plans for students with disabilities.

This course is designed for undergraduates and graduate students and as such, the quality of completed assignments should reflect university level writing, showing correct grammar and complete idea and thought development.

Course Objectives:
Course objectives will be met through a combination of lectures, activities, discussions, and assignments. Students successfully completing SPED 5022/6022 will be able to:

1) Define terms and characteristics of the applied behavior analysis teaching model.
2) Describe and design basic strategies for organizing and managing a classroom environment (e.g., physical layout, scheduling, etc.).
3) Describe characteristics of effective classroom management and evaluate class-wide management/motivational strategies.
4) Select and implement appropriate data collection and evaluation procedures to assess the effects of instruction and behavior support procedures.
5) Describe and implement basic strategies for conducting a functional assessment of problem behavior situations.
6) Describe the components of a comprehensive behavior support plan.
7) Design strategies related to setting events, proactive antecedent techniques, and teaching appropriate skills/behaviors.
8) Describe and design reinforcement strategies for increasing and maintaining positive behaviors, including differential reinforcement (e.g., DRO), contingency contracts, and point/token systems.
9) Describe and design consequence strategies for reducing problem behaviors, including extinction, time-out, and other reductive procedures.
10) Describe the content and function of the Utah Least Restrictive Behavioral Intervention (LRBI) regulations.
Course Requirements:

1. **Participation in online activities (50 points total: 10 points per activity):** Participation in the online class setting is very important. Students are required to complete the assigned readings and are expected to participate in a variety of online activities over the course of the semester. More information on the requirements for these assignments will be provided on the first night of class and online.

2. **In-class activities and case studies (50 points total: 10 points per face-to-face class):** Students will be expected to complete in-class activities related to the course materials during the face-to-face meetings held during the term. Detailed information about these activities will be provided in class.

3. **Online content quizzes (6 at 5 points each):** Students will be expected to complete six (6) online content quizzes over the course of the semester. More information on the requirements for these quizzes will be provided on the first night of class and online.

4. **Data collection assignment (100 points):** Students will be expected to collect direct observational data on a behavior of concern and present the findings in a graphic format and interpret the results. Detailed information about this assignment will be provided on the first night and online.

5. **Behavior support plan (100 points):** Students will be expected to use the observational data collected for the data collection assignment to develop intervention strategies to address the problem behavior. Students will complete a write-up of their findings. More information on this assignment will be provided on the first night and online.

6. **Exam (75 points):** Students will be expected to complete one exam that will consist of short answer questions about case study students with problem behavior. More information about the exams will be provided in class.

**SPED 6022 Students:**

**Literature Review (100 points):** Students enrolled in SPED 6022 must write a literature review on any instructional strategy or model for managing problem behavior in the classroom discussed in class. A written proposal submitted via Canvas outlining the topic to be discussed must be turned in by February 27. A complete reference list must be submitted via Canvas by April 10. A list of potential topics will be provided by the instructor. The final paper must be in APA style, 8-10 pages in length (not including cover page and references), with a minimum of 8 peer-reviewed references (published no earlier than 2010 and only ONE from an international journal). Additional information about the literature review can be found in the assignment packet.

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**Grades:**

Grades will be assigned based on the percentage of points earned by the student based on the following distribution:

- **A= 94-100%**
- **B+=87-89%**
- **C+=77-79%**
- **D+=67-69%**
- **E=under 59%**

- **A-=90-93%**
- **B=84-86%**
- **C=74-76%**
- **D=64-66%**
- **B-=80-83%**
- **C-=70-73%**
- **D-=60-63%**

**Assignment Requirements**

Assignments in the course require students to directly observe individuals and collect data. It is the intent of these assignments that these observations be conducted in classroom settings. In order to be in schools and classrooms, students must pass a State and Federal background check and have the results sent to the Utah State Office of Education. Students who do not have the required background check may not conduct their observations and data collection in classroom settings and will need to make other arrangements for the direct observations. These arrangements must be approved by the instructor.

**Policy on Late Work**

Students are expected to submit assignments on the assigned date. If a student is aware of a calendar conflict, he or she must make PRIOR arrangements with the instructor. Late submissions without prior arrangements with the instructor will result in a 10% drop in points PER DAY. NO ASSIGNMENT WILL BE ACCEPTED AFTER SEVEN CALENDAR DAYS FROM ITS DUE DATE. There are no extra credit options for this course.
Policy on Misrepresenting Written Work
Misrepresenting someone else’s work as your own is a violation of University policy. As per the University of Utah Student Code, **plagiarism** means “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course.

“Person-first” Language
Students are expected to use appropriate language in online discussions and other written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

Professionalism
Students in this course are expected to meet the Fitness to Teach (FIT) criteria and review the Dispositions Document located at: https://uite.utah.edu/_documents/Fitness%20to%20Teach%202018-2019.pdf

Attendance and Participation
Students are expected to participate in the online environment as well as attend all of the face-to-face class sessions. **MISSED FACE-TO-FACE CLASSES WILL RESULT IN THE LOSS OF PARTICIPATION POINTS FOR THE CLASS PERIOD.** To maintain an atmosphere of mutual respect, students are asked to not hold conversations while other students, the instructor, or other guest presenters are speaking. **If you choose to bring a laptop to class, please maintain its use for note-taking only.** Also, students are asked to refrain from engaging in distracting behaviors such as text messaging, finishing last minute assignments or assignments for other classes, sleeping, etc. Finally, students are asked to turn off all cell phones during class unless there is a compelling reason to have them on which has been discussed with the instructor prior to the beginning of class. **STUDENTS CHOOSING TO ENGAGE IN THESE DISRUPTIVE BEHAVIORS WILL LOSE THEIR PARTICIPATION POINTS FOR THAT CLASS PERIOD.**

Accommodations for Students with Disabilities
The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
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<th>Topics</th>
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<tr>
<td>January 9</td>
<td>FACE-TO-FACE MEETING • Introductions</td>
<td>-None</td>
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<td>January 16</td>
<td>Module 1 • History of behavioral theories</td>
<td>Scott, et al. text: -Chapter 1 Readings: -Alberto &amp; Troutman, Chapter 1</td>
<td>Content Quiz #1 (due 1/23) SPED 6022 APA formatting assignment (due 1/23)</td>
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<td>• Applied Behavior Analysis</td>
<td>-LRBI Technical Assistance Manual pages 19-25 Retrieved from</td>
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<td>January 23</td>
<td>Module 2 • General Preventative Strategies for Instruction</td>
<td>Scott, et al. text: -Chapters 7 and 10 Readings -Archer, Chapter 6</td>
<td>Content Quiz #2 (due 1/30)</td>
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<td>January 30</td>
<td>FACE-TO-FACE MEETING • General Preventative Strategies in the Classroom</td>
<td>Scott, et al. text: -Chapter 8 Readings -Archer, Chapter 5 -LRBI Technical Assistance Manual pages 27-37 and 122-124</td>
<td>Classroom design activity (in class)</td>
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<td>February 6</td>
<td>Module 3 • Dimensions of behavior</td>
<td>Scott, et al. text: -Chapter 2 Readings -Alberto &amp; Troutman, Chapter 2</td>
<td>Operationalizing Behavior Activity (Due 2/13)</td>
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<td>• Operationalizing behavior</td>
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<td>Content Quiz #3 (Due 2/13)</td>
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<td>February 13</td>
<td>Module 4 • Data Collection</td>
<td>Scott, et al. text: -Chapters 4 and 5 Readings - LRBI Technical Assistance Manual pages 115, 132, and 135-137</td>
<td>Graphing activity (Due 2/01)</td>
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<td>• Graphing and evaluating data</td>
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<td>Content Quiz #4 (due 2/20)</td>
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<td>February 20</td>
<td>FACE-TO-FACE MEETING • In-class Case Study</td>
<td>Scott, et al. text: -None Readings -None</td>
<td>Case Study Activity (in class)</td>
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| February 27| **FACE-TO-FACE MEETING**                                               | *Functional Behavior Assessment*                                                       | *Scott, et al. text:*  
  - Chapters 3 and 6  
  **Readings**  
  - LRBI Technical Assistance Manual pages 43-47 and 125-130  |
|            |                                                                        | *Summary Statements*                                                                  | *Summary Statement Activity (in class)*                                      |
|            |                                                                        | **SPED 6022 Literature Review Proposals Due (Canvas)**                               |                                                                            |
| March 6    | **Module 5**                                                           | *Behavior Support Plans*                                                              | *Scott, et al. text:*  
  - Chapter 11 and 14  
  **Readings**  
  - Kearns & State (2009)  
  - USOE information on Precision Commands  
  - Intervention Central information on high probability requests  
  - LRBI Technical Assistance Manual pages 70-100  
  - Crozier & Sileo (2005)  
  - Ozdemir (2008)  |
|            |                                                                        | *Antecedent Strategies*                                                               | *Data Collection Assignment (Canvas)*                                       |
|            |                                                                        |                                                                                      | *Setting event and antecedent (Due 3/20)*                                    |
| March 13   |                                                                        | *No class!*                                                                          |                                                                            |
| March 20   | **FACE-TO-FACE MEETING**                                               | *Behavior Support Plans*                                                              | *Scott, et al. text:*  
  - None  
  **Readings**  
  - Rehabilitation and Training Center on Positive Behavioral Support (n.d.). Retrieved from  
|            |                                                                        | *Competing behavior model*                                                            | *Competing behavior activity (in class)*                                    |
| March 27   | **Module 6**                                                           | *Behavior Support Plans*                                                              |                                                                            |
|            |                                                                        | *Token Economies*                                                                     | *Content Quiz #6 (due 4/3)*                                                 |
|            |                                                                        | *Consequence Strategies*                                                              | *Token economy activity (due 4/3)*                                         |
| April 3    | **Module 7**                                                           | *Least Restrictive Behavioral Interventions (LRBI)*                                   | *LRBI Activity (Due 4/10)*                                                 |
|            |                                                                        |                                                                                      |                                                                            |
| April 10   | **FACE-TO-FACE MEETING**                                               | *Case Study Behavior Support Plans*                                                   | *Case study activity (in-class)*                                           |
|            |                                                                        | *Exam Review*                                                                         | *6022 Reference List Due (Canvas)*                                          |
| April 17   | **FACE-TO-FACE MEETING**                                               | *Exam*                                                                               | *Behavior Support Plan Due (Canvas)*                                        |
| April 24   |                                                                        |                                                                                      | *6022 Literature Review Due (Canvas)*                                       |
Over the course of the semester, students will be expected to complete a number of assignments that will provide you with an opportunity to integrate class content and actual behavioral observations. The point value for each project is provided in the syllabus and each will be graded using the guidelines included in this assignment packet. Students enrolled in SPED 6022 will also be expected to complete a literature review on a behavioral strategy of their choice.

In general, assignments will be graded according to adherence to report requirements, clarity and organization, professional writing (no typos or grammatical errors), use of APA format, and accuracy of content. It is expected that all students will submit their out of class assignments via Canvas. Further information on each of these assignments is included in the following pages.

Above all:
THE IDENTITY OF THE INDIVIDUALS BEING OBSERVED IS TO BE KEPT CONFIDENTIAL AND SHOULD NOT BE REPORTED IN THE ASSIGNMENTS OR TO OTHER MEMBERS OF THE CLASS!
Data Collection Assignment

The purpose of this assignment is to collect direct observational data on a behavior of concern and to interpret the results of these data. This will provide students with an introduction to accurately defining problem behavior, selecting appropriate observational procedures, presenting data in a graphic format, and interpreting the results. You may complete this assignment using either the graphic that is provided or the list that is included on Canvas. Your assignment will be graded according to adherence to assignment requirements, clarity and organization, professional writing (no typos or grammatical errors), and accuracy of content.

Student Information (5 points): In this section, provide a complete description of the individual, including age and disability (if known). To maintain confidentiality, please use a pseudonym for the individual.

Rationale for the Collection of Data (10 points): In this section, provide an explanation for why data should be collected on the behavior of concern. What is the impact this behavior is having on the individual and those around them? In other words, why was this particular behavior chosen?

Operational Definition of Behavior of Concern (15 points): This section should have a complete operational definition of the problem behavior, including at least two examples and at least two non-examples of the problem behavior. Additionally, include a rationale for why this behavior was chosen for data collection. What is it about this behavior that warrants the development of interventions?

Data Collection Tool (15 points): This section should have an explanation of the type of data you will be collecting (frequency, duration, etc.) and the data collection tool (event recording, interval recording, duration recording, etc.) that was selected and then provide a complete rationale for the selection. Why was this the most appropriate way to collect data given the nature of the behavior of concern?

Data Collection Procedures (25 points): You should observe and collect data on a minimum of five different occasions (days, periods, sessions, etc.) This section should have a complete explanation of the data collection procedures used including a thorough description of the setting, the individuals who were present, the time of day for the observations, the amount of time spent for each observation, and any other aspects of the environment or routine that are relevant. The materials needed for the data collection must be described as well as the procedures used to collect the data. You must also include copies of your data sheets as an addendum.

Interpretation of Data (25 points): In this section, you must provide a discussion of your findings from the data collection sessions. After collecting the data, you will need to create an appropriate LINE graph and plot the data points on the graph (you will have a minimum of five data points, one for each observation). Your graph should include all the elements of a graph described in the text and in your readings (axes with appropriate labels, numbered scales for your unit of measurement, etc.). You must also include a trend line in your graph. The results of the Motivation Assessment Scale must be included in this section. You will also be expected to provide a 1-2 paragraph discussion of the data. Examine the graph to determine whether the behavior appears to be increasing or decreasing and whether there is high or low variability in the data on the graph. Using both your observational data as well as the results of the Motivation Assessment Scale, discuss the potential functions of the problem behavior (i.e., what is the payoff for the individual? Escape? Attention?). Describe possible factors that you think are maintaining or affecting the occurrence of the behavior (e.g., how is it being reinforced?). Include anecdotal information on the behavior as appropriate. Make sure to include your completed graph as well as the completed Motivation Assessment Scale as an addendum.

Structure (5 points): Your paper will also be graded based on proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.
Behavior Support Plan

The purpose of this assignment is to have students create a behavior support plan for a student with problem behaviors. Students are expected to take the information from the Data Collection Assignment and build a plan to address the problem behavior and describe potential intervention strategies that could be used to address the behavior for the same individual observed for the Data Collection Assignment. You may complete this assignment using either the graphic that is provided or the list that is included on Canvas. Your assignment will be graded according to adherence to assignment requirements, clarity and organization, professional writing (no typos or grammatical errors), and accuracy of content.

Student Information (5 points): In this section, provide a complete description of the individual, including age and disability (if known). To maintain confidentiality, please use a pseudonym for the individual.

Rationale for the development of a behavior support plan (5 points): In this section, provide a complete rationale for the development of a behavior support plan. Be sure to provide a discussion of the impact the behavior has on the individual and those around them. Why is this plan being developed?

Operational definition of behavior (5 points): This section should have a complete operational definition of the problem behavior, including at least two examples and at least two non-examples of the problem behavior.

Summary statement(s) (10 points): This section must include one or more summary statements that describe the problem behavior including setting events (if known), the antecedents, problem behavior, and potential function(s). Your summary statement must use the same format as was used in class.

Setting Event Interventions (10 points): Provide specific information on the setting event strategies that could be implemented to address the setting events that impact the problem behavior, (e.g., describe changes in dealing with medical/physical variables, home/family routines, etc.). Specifically identify how the setting event strategies you include will remove, modify, or neutralize the impact of the setting event. If you don’t have specific information on setting events that may be influencing the behavior, what strategies will you use to gain this information? Be specific. This information must be included in your plan.

Antecedent Interventions (10 points): Provide a description of at least TWO antecedent interventions that could be implemented to address the problem behavior, (e.g., removing problem predictors, curricular changes, instructional changes, etc.). Include an explanation for each intervention as to WHY you think these interventions are appropriate given the behavior of concern and WHY you think they will work to address the problem behavior.

Desired behavior(s) and Reinforcers (10 points): This section should have a description of the desired behavior and how the individual will be taught to engage in this desired behavior. What instructional strategy will you use to teach the individual the desired behavior? What positive consequence strategies will be used with the individual to reinforce the desired behavior? What will be done with regard to reinforcer selection, how will reinforcers be delivered, etc.? How will you determine what will be an appropriate reinforcer for the desired behavior? Provide a complete explanation for why these strategies are appropriate given the nature of the behavior of concern and the individual involved.

Replacement (alternate) behaviors (10 points): This section must describe at least TWO replacement behaviors that will be taught to the individual. How will you teach these replacement behaviors? Provide a discussion of WHY the replacement behaviors you include are appropriate, making sure to explain how these replacement behaviors serve the function of the problem behavior.

Reductive consequences (10 points): This section must have a description of the reductive consequence strategies that will be used to address the behavior of concern. If the problem behavior does occur, what reductive consequences will be implemented? You will be expected to explain why these strategies are appropriate given the nature and function of the behavior of concern. Make sure your reductive consequences do not feed into the function of the problem behavior.
Competing Behavior Model (10 points): You must include a completed competing behavior model for the behavior of concern. This must include the setting events (if any), the antecedents, the problem behavior, the function, the desired behavior, replacement behaviors, and positive consequences. This can be included as an addendum to the paper. A sample graphic will be provided on Canvas.

LRBI Considerations (5 points): For each of the interventions you describe, you must include a discussion of where they fall within the LRBI hierarchy (Universal, Targeted, or Intensive). Describe what kind of disclosure and approval procedures you would need if you were the classroom teacher and were planning on implementing these strategies or strategies like them in your classroom (e.g., basic parent notification, parental approval, district/state committee approval). Make sure to refer to the LRBI Technical Assistance Manual to determine the level of consent required for the individual strategies present in your plan.

Measurement and Evaluation (5 points): Although you are not expected to implement this behavior support plan, you must include an explanation the procedures that would be followed to collect data on the behavior of concern once the intervention were implemented and to determine the effectiveness of the intervention strategies. How often will the data be collected and reviewed? Who will meet and when to review data and make decisions about programming? What criteria will you use to determine if the plan is effective? How would you determine whether the plan was effective in addressing the behavior of concern? Describe to what extent the behavior must change for you to determine that the interventions are effective. Be specific about how you would determine whether the plan is working and when changes might be needed to better address the problem behavior.

Structure (5 points): Your paper will also be graded based on proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.
Students enrolled in SPED 6022 will be expected to complete a literature review on an instructional strategy or model for managing problem behavior in the classroom that was discussed in class (a list of potential topics will be provided by the instructor) and complete an 8-10 page (not including title and reference pages) literature review. You must include a minimum of 8 peer-reviewed, published sources (not from the readings for the class and not older than 2010 and no more than ONE can be from an international journal). Use APA format throughout your paper, including a reference list with appropriate citations. Your paper will be evaluated on the following criteria: literacy (grammar, punctuation, spelling, and syntax), clarity (coherence of thoughts), organization (APA format, transitions, introduction, conclusion, references), and content (accuracy and richness of information). By February 27, students are expected provide a brief proposal via Canvas describing the strategy or model you would like to research. By April 10, students must provide a complete reference list for your topic via Canvas.

**Description of the Model (10 points)**

Provide a complete description of the strategy or model you have selected and provide a rationale for selecting the model or strategy. What are the important components of the strategy? Make sure to support your position with the findings from the research. What does the research say about the implementation of this strategy in the classroom? Which students or area of need is this strategy intended to address? Explain why you chose this strategy or model to research. What is it about this strategy that interests you and why did you decide to research it further?

**Strength of the Model or Strategy (20 points)**

In this section, you should synthesize the findings from all of the research. Do not simply describe each research article independently. Look for themes across the research. Thoughtfully describe the strengths of the model as reflected in the research, making connections between the topics discussed in class and the literature about the strategy. Using the research articles that you have found, describe the strengths of the strategy. What have the authors of these articles found to be the most positive aspects of this strategy? What evidence do they have to support this? Make sure to directly support the strengths you describe with the research articles.

**Limitations of the Model or Strategy (20 points)**

In this section, you should once again synthesize the findings from all of the research and look for themes across the research. Thoughtfully analyze and describe the potential limitations of the model as described in the research, again making connections between the topics discussed in class and the literature about the strategy. What have the authors of these articles cited as the potential limitations of this strategy? Are there aspects of this strategy that are problematic, either in implementation or effectiveness? Make sure to directly support the potential limitations you describe with the research articles.

**Assessment (20 points)**

Provide your own assessment of the strategy or model and discuss how you might apply it in your own classroom, either now or in the future. Be specific. From a practical standpoint, how will you implement this strategy with your own students with disabilities in the classroom? Given the information on the strengths, which students do you think this strategy would be best for in your classroom? Why do you believe this? How would you address the potential limitations of the strategy that you have already discussed within your own classroom? Be specific in your description of how you plan to address the limitations you described in the previous section.

**Reflection and Insights (10 points)**

Provide a complete conclusion, addressing the insights you have gained from this experience and how it might impact you as a professional. How will this influence what you plan to do in your own classroom? Address the importance of staying current on the “best practices” in the field of education. Why would this be necessary for a professional in this field? How do you plan to do this once you are in your own classroom?

**References (10 points)**

Your assignment will be evaluated for adherence to APA guidelines for reference lists, appropriate number of references, current references, peer-reviewed, etc.

**Structure (10 points)**

Your paper will also be graded based on adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

**Potential literature review topics:**

- Positive behavior support
- Token economies
- Behavioral contracts
- Errorless learning
- Precision requests
- Specific praise
- Pre-correction
- Non-contingent reinforcement
- Social stories
- Time delay
- Behavioral momentum (high probability requests)
- Classroom schedules