

EDC 351
Final Case Study

This course focuses on the processes of functional behavior analysis and how to implement those processes in classrooms and other settings. Candidates will conduct a functional behavior assessment and will design, implement, and evaluate a behavior-change project with an appropriate subject in a public-school setting.

To accomplish this project the student enrolled in EDC 351 will spend a minimum of 25 hours in the assigned public school classroom. Any time spent in the assigned classroom can be included in the overall semester requirement of 70 hours.

To begin:

1. Contact your assigned supervising teacher and make arrangements to begin spending time in the classroom.
2. Create a schedule of visitation.
3. After observing and assisting in the classroom, schedule a meeting with your supervising teacher to discuss the children, behaviors and which child would be most appropriate to be the focus of the study.

Conducting the study:

1. Once a student and behaviors are identified and selected, the UAH student will conduct a functional behavior assessment. The FBA will use an appropriate recording method to document behaviors of concern. Once the target behavior has been identified and operationally defined, the UAH student will collect additional data.
2. Once a stable baseline has been established, the UAH student will develop and implement an intervention plan.
3. Implementation, withdrawal or sequential application will be determined by the single subject design being utilized for the project.

After the study concludes:

1. UAH students will prepare a written report of their study.
 - a. This report will be formatted according to APA guidelines.
 - b. UAH students will create a behavior intervention plan that corresponds to their identified behavior.
 - c. UAH students will write an IEP behavior goal and services page.
 - d. BIP and IEP pages will include operationally defined behaviors, clear and concise language and include required content in the goals (condition, person, behavior, & criteria)
2. UAH students will prepare a poster of their case study which will be presented to faculty and community members in a poster presentation session.

Rubric is attached.

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Name: _____

Total Points Earned: _____ / 100

Area: Journal Article	Points and Requirements		
	10 points	5 points	0 Points
Introduction	<ul style="list-style-type: none">▪ Introduction introduces the reader to the big ideas of the study	<ul style="list-style-type: none">▪ Introduction attempts to introduce the reader to the	<ul style="list-style-type: none">▪ Introduction and overall study intervention are not clearly related

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	<ul style="list-style-type: none"> ▪ A minimum of 7 journal articles are utilized to support and introduce key terms and concepts ▪ Key terms are clearly defined, target behaviors are operationally defined and a rationale for initiating intervention is provided 	<p>big idea but is not sufficiently detailed enough to be clear</p> <ul style="list-style-type: none"> ▪ 2-6 journal articles are utilized but are not connected to theme of text ▪ Key terms are utilized but provided definitions are unclear or are not defined in terms that are professional in nature 	<ul style="list-style-type: none"> ▪ Few or no journal articles are utilized and those that are direct quotes that are properly or improperly cited ▪ Flow of introduction is difficult to read and comprehend, limiting the readers ability to understand the intent of the study
<p>Points Earned: Notes</p>			
<p>Methodology</p>	<ul style="list-style-type: none"> ▪ Subject of the study is clearly described without utilizing identifying information ▪ Target behaviors are restated and operationally defined ▪ Setting and other participants are clearly described without using identifying information. Their role in the study is also explained ▪ The single subject design utilized in the study is clearly identified and described. The author draws a clear connection between the design of the study and the research design ▪ Procedures for data collection are described in sufficient detail that an unfamiliar observer could collect data. This data is also analyzed and a discussion of inter-rater reliability is included. ▪ Procedures for implementation of intervention are clearly explained including the researchers choice of 	<ul style="list-style-type: none"> ▪ A description of the participant and setting are provided but are too narrow for the reader to understand the context of the study ▪ Identifying information is utilized ▪ The single subject design is either not identified or is incorrectly described ▪ A link between the research design and the overall study is not clearly established ▪ Data collection procedures are not fully described limiting the readers ability to replicate 	<ul style="list-style-type: none"> ▪ Any or all of the required content is completely missing ▪ Data presented is sufficiently limited that it prevents the researcher and the reader from drawing any conclusions

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	reinforce/punisher and how and why these were selected		
Points Earned: Notes			
Results	<ul style="list-style-type: none"> ▪ Data collected throughout the study (baseline and intervention) are described and displayed graphically according to single subject design formats 	<ul style="list-style-type: none"> ▪ Data is limited in nature ▪ Graphic display of data is incorrect for the single subject design 	<ul style="list-style-type: none"> ▪ Data is limited and inhibits the researcher from fully completing the study ▪ Missing graphic display of data
Points Earned: Notes			
Discussion	<p>Discussion section includes:</p> <ul style="list-style-type: none"> ▪ a synthesis of results ▪ limitations of the study and potential impacts ▪ possible procedures for generalizing replacement skill or options for future ▪ draws connection between resources utilized and current project 	<p>Discussion section contains at least two of the requirements for a score of 10 but is missing all other required information or the reader is unable to draw the connection between the paper and the project as it is described in the written submission</p>	<p>Discussion section is incomplete and missing more than 2 of the requirements for a score of 10. Missing information prohibits the reader from fully understanding the study</p>
Points Earned: Notes			

Areas: Effective Communicator and Reflective Practitioner	Points and Requirements		
	10 points	5 Points	0 Points
Organization an Reflection	<ul style="list-style-type: none"> ▪ paper is professionally written and conforms to APA standards for organization and citations 	<ul style="list-style-type: none"> ▪ Author attempted APA as evidenced by some aspect of the paper but does not 	<ul style="list-style-type: none"> ▪ APA is not utilized ▪ Multiple grammatical and/or spelling errors

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	<ul style="list-style-type: none"> ▪ paper utilizes correct grammar is free from spelling errors ▪ text of paper flows well and reader is able to follow the paper's progression ▪ Discussion section of paper clearly presents intervention successes and overall limitations ▪ Text conveys practitioner's reflection regarding connection between intervention success and method OR conveys reflection on how to modify the intervention to increase probability of success 	<p style="text-align: center;">correctly implement across entire submission</p> <ul style="list-style-type: none"> ▪ Paper has no more than 3-5 spelling or grammatical errors ▪ Text presents minimal reflection on the part of the researcher 	<ul style="list-style-type: none"> ▪ Difficult to read due to language and grammatical errors ▪ Submission may include correct headings but there is no evidence of practitioner reflection in text
Documentation, Notes and Interviews	<ul style="list-style-type: none"> ▪ All data instruments, interview and observation notes were submitted with the final paper ▪ All documents clearly demonstrate consistent attendance in classroom, discussions with the supervising teacher and the consistent and systematic implementation of the project. 	<ul style="list-style-type: none"> ▪ Data sheets and/or observation notes are submitted but there is no consistency in the data collection indicating frequent absences from the placement 	<ul style="list-style-type: none"> ▪ Data sheets and/or observation notes are incomplete or missing entirely. ▪ Supervising teacher has contacted UAH faculty to express concern regarding absences
Points Earned: Notes			

Area: Practitioner Documents	Points and Requirements		
	10 Points	5 Points	0 Points

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Behavior Intervention Plan	<ul style="list-style-type: none"> ▪ Behavior(s) of concern are operationally defined ▪ Data collection format is identified and all data collected is listed and described ▪ Hypothesis for function is described ▪ Description of replacement skill is included and an operational definition provided ▪ Intervention is described in sufficient detail that an unfamiliar observer could implement ▪ Timeline for implementation/discontinuation is included 	<ul style="list-style-type: none"> ▪ Goal page was attempted but goals are missing critical information or are not behaviorally stated ▪ Missing critical information 	<ul style="list-style-type: none"> ▪ BIP is incomplete, difficult to read due to insufficient information or missing
Points Earned: Notes			
Individualized Education Plan	<ul style="list-style-type: none"> ▪ Present level of performance is written in observable and measurable language ▪ Annual goal and benchmarks contain all for required parts (condition, person, behavior and criteria) ▪ Desired skills are operationally defined ▪ Supplementary aids and services are identified and explained 	<ul style="list-style-type: none"> ▪ State provided documents are not utilized ▪ Goals and benchmarks are written but lack required information or are not written using observable or measurable terms ▪ Supplementary aids and services are not proportional to the identified skill 	<ul style="list-style-type: none"> ▪ Missing documents ▪ Incomplete documents ▪ Spelling and/or grammar mistakes make the page difficult to read and interpret
Points Earned: Notes			

Area: Poster Presentation	Points and Requirements		
	10 Points	5 Points	0 Points
Display	Trifold or other presentation board is professionally presented	Presentation materials are not professional in nature including any of the following:	Presentation materials are not professional, missing multiple key

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	<ul style="list-style-type: none"> ▪ Text is legible at appropriate distance ▪ Graphics are color, large enough to view and professionally created ▪ Display includes synopsis of research study (participant, setting, intervention, data, results) ▪ Display does not contain any identifying information 	<ul style="list-style-type: none"> ▪ Grammatical or spelling errors ▪ Lack of design/intentional layout ▪ Messing application ▪ Identifying information included ▪ Missing required information for a score of 10 	pieces or information or are completely missing.
Points Earned: Notes			
Presentation	Presenter: <ul style="list-style-type: none"> ▪ Is dressed and groomed in a professional manner ▪ Uses correct English and correct academic language ▪ Conducts themselves in a manner becoming of a pre-service educator 		Presenter is inappropriately comfortable and lacks professional language and mannerisms during presentations. Evidenced by: <ul style="list-style-type: none"> ▪ Inappropriate laughter ▪ Use of identifying information ▪ Lack of personal space ▪ Common grammatical errors when speaking
Points Earned: Notes			