Columbia College

Observation and Techniques in Behavior Management (EAPR113)

Lecture 1

Course Outline

Semester Dates: February 7, 2022 to March 12, 2022

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Angie Jones MEd	Email: Angie Jones@columbia.ca
Class Time: 5:30 - 8:00 PM (Thurs.) 12:30PM - 3:00PM (Sat.)	Room: EAPR113 Moodle Page and Microsoft Teams Invites
Credit: 3	Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course is designed to help students in understanding individuals with behavioral and/or emotional differences. Emphasis is on a systematic approach in order to observe, to explain, predict and improve the well-being of the individuals you will be working with.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Explain and utilize applied behavioral analysis theory.
- Understand the difference between objective and subjective goals and observations.
- Be able to identify and explain applied behavioral analysis in practice.
- Understand the difference between objective and subjective goals while applying observation theories.
- Be able to write behavioral objectives as intended outcomes.
- Select, explain, and follow through on systems of data collection as ongoing measurements of behavior.
- Demonstrate proper observation skills.
- Demonstrate the proper writing of different types of observation reports.
- Understand and utilize a behavioral support plan.
- Identify the components of a behavioral objective.
- Understand the concepts of stimulus control and shaping to teach students academic and social behaviors.
- Understand and demonstrate consequence techniques that increase and decrease a desired behavioral outcome.
- Use a step by step approach to aid your future students in behavioral self-management.
- Gain appropriate skills in understanding and working with Autism.

Course Format:

This online course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our remote classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Alberta Education. *Supporting Positive Behaviour in Alberta Schools: A Classroom Approach.* Minister of Education AB

Maich, K., Penney, Sharon., Alves, K & Hall, Carmen. (2020). *Autism Spectrum Disorder in the Canadian context*. Canadian Scholars Press. Toronto: ONT.

Recommended Readings and Resources:

Students may also consider using Google Scholar.

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss in class.
2. Prepare for a test on the assigned readings.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	(Classes 1 – 10)	20%
Assignment A: Critical Response	Class 6	25%
Assignment B: Reflective Journals	Classes 1-8	25%
Final Project - Written 20% - Presentation 10%	Class 10	30%

Please note that unless otherwise stated, all homework and assignments are due at 11:59PM on the due date.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must complete all of the assignments, and earn at least a "D" (a minimal pass) for the course.

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229).* Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229), Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204),* and any additional requirements established by your program.

Generally, each student will:
- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	*Date*
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177).*

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services (SSCM-001).*

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings

1	• Overview of course
	• Positive Relationships
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Understanding Key Elements
		  o Key Element 1: Positive Relationships

2	• Modifications in the Classroom/School
	• History of ASD
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 2: Modifications in the Classroom/School
		• **Autism Spectrum Disorders in the Canadian Context**
		  o Chapter 1: Brief History of Autism Spectrum Disorder

3	• Differentiated Instruction
	• Foundations of ASD
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 3: Differentiated Instruction
		• **Autism Spectrum Disorders in the Canadian Context**
		  o Chapter 2: Foundations of Autism Spectrum Disorder

4	• Behavioural Expectations
	• Behaviour-based Intervention
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 4: Behavioural Expectations
		• **Autism Spectrum Disorders in the Canadian Context**
		  o Chapter 4: Behaviour-based Intervention

5	• Social Skills
	• Communication
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 5: Social Skills
		• **Autism Spectrum Disorders in the Canadian Context**
		  o Chapter 3: Social Communication-based Intervention

6	• Positive Reinforcement
	• **Reflective Journal Due**
	• **Critical Response Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 6: Positive reinforcement
		  o Toolbox Tip Cards
		  o Routine Based Support Guide

7	• Fair and Predictable Consequences
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 7: Fair and Predictable Consequences
		  o Punishment
		  o Seclusion Room

8	• Collaboration
	• Sensory Domain
	• **Reflective Journal Due**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 8: Collaboration
		• **Autism Spectrum Disorders in the Canadian Context**
		  o Chapter 5: The Sensory Domain

9	• Data-Driven Decision Making	• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 9: Data-Driven Decision Making
		  o IPPs

10	• Lifelong Learning-
	• Personal Goal Setting
	• **Final Paper Due**
	• **Final Project Due (Presentation)**
		• **Supporting Positive Behaviour in Alberta Schools**
		  o Key Element 10: Behaviour Support Plans
		  o Transition Planning

Appendix 1
Assignment Outlines

Note: You are expected to do all assignments, tests, and activities as outlined in order to meet the requirements of this course. If you do not do this, you will not pass the course.

Daily Tests
Due Date: Each class from classes 1 through 8.
Weight: 20%

Students will be expected to have read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

- Tests are open in Moodle from 8:30 AM to 11:59 PM on the day of the scheduled class.
- There is one attempt and a 30-minute time limit on each test (unless otherwise noted).

Assignment A – Critical Writing Response
Due Date: Class 6
Weight: 25%

Students are required to choose the following topic covering the content of classroom lessons and assigned text and other readings. This project will be a **critical response exercise**.

- **Topic**
    - If you were the parent of a child with an autism spectrum disorder, what programs and strategies would suit your personality and lifestyle and why? Discuss 2-3 programs and/or strategies. Based on the programs and strategies that you chose, what conclusion can you draw about your philosophy of teaching children with ASD?
    - Read through the programs for children with ASD in your textbook and the documents posted in Moodle.
    - Make sure to cite any information that you have taken from the textbook or your own research.

- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Critical Writing Response Rubric.**

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Assignment B– Reflective Journals
Due Date: Post-Classes 1 to 9
Weight: 25%

LENGTH: Approximately 250 words

At the end of every class the students will be given a topic to reflect on, based on what they have learned during class. Reflective Journal entries are to be submitted to the Teams Dropbox to the instructor before the next class.

TOPICS

Reflective Journal #1 – How were you parented? What parenting style did your parents use? What did that look like? How did it make you feel? How does it affect you today?

Reflective Journal #2 – How do you parent your child or deal with behaviour (e.g., refusing to do what you ask, forgetting to do something they were supposed to do, aggression)? How does the way you were parented affect the way you parent or deal with difficult behaviours, now?

Reflective Journal #3 – What 3 things did you like today in class and why? What would like to learn more about?

Reflective Journal #4 - What 3 things did you like today in class and why? What would like to learn more about?

Reflective Journal #5 - What are 3 things that you learned about social skills today? What did you learn about ASD this week?

Reflective Journal #6 - Reflect on the use of positive reinforcement vs. punishment and your personal philosophy on their use.

Reflective Journal #7 - How did you feel when you were punished as a child? How does this life experience influence your beliefs on punishment today?

Reflective Journal #8 - Reflect on the activities you did in class today. What did you learn about your own sensory sensitivity? How will this understanding affect the way that you work with students with sensory sensitivities? Why?

Reflective Journal #9 - Reflect on data collection within the classroom. Discuss the practicality of taking data in the classroom. How you would manage data collection amongst the many duties as an educational assistant?

Marks will be given based on:
- Marked based on the **Reflective Journaling Rubric**

Assignment C- FINAL PROJECT
Due Date: Class 10
Weight: 30% (Written 20% Presentation 10%)

Based on your Reflective Journal, activities in class, notes and readings, write about your philosophy and understanding of behaviour.

a. How I was parented?
b. How I parented/dealt with behaviour at the start of class?
c. The **five** most important strategies that I learned in this class?
d. How I will deal with behaviour in the future/how has my theory of behaviour changed?

Assignment Expectations for all Assignments:

- **Objective:** The objective of these writing assignments is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** These assignments are designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Critical Writing Response Rubric.**

How to avoid plagiarism?

- The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge.

Columbia College
Critical Writing Response Marking Rubric
Revised Jan. 2018

Student's Name		Course Code		Date		Facilitator/Evaluator's Name	

	A	B	C-D	F	Score
		8-7	6-5	4-0	
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.	
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.	
Organization and Structure	• Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions.	• Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions	• Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions.	• Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition.	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.	

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator's Comments:

Columbia College
Reflective Journaling Rubric
Last Revised: July 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	8	7	6-5	4-3	2-0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	

	2		1.5		1-0	
Use of Writing Conventions: spelling, punctuation, capitalization, grammar	• Demonstrates control of the writing conventions with few errors.		• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.		• Demonstrates limited to no control of the writing conventions with frequent errors that make understanding difficult.	

Total Score out of 10:

Columbia College
Final Project Rubric #1
Last Revised: July 2017

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	10-9	8-7	6-5	4-1	0	Score
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter. • Shows depth of critical thinking. • Uses specific and convincing examples to support reflective statements.	• Reflection reveals insight into the subject matter. • Often there are thoughtful statements. • Uses well-chosen examples to support reflective statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. • At times, some reflective statements are evident. • Uses some examples to support ideas on the subject matter and reflections.	• Reflection is limited. • The writer produces some basic understanding of the subject matter. • Uses limited number of examples to support ideas. This seriously affects the integrity of the reflection process	• Little to no reflection is present. • Uses few to no examples.	
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills.	• Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills.		

| **Mechanics, Grammar, Professional Format** | • Mainly error free.
• Uses APA citation correctly where applicable for referencing sources.
• Meets and exceeds all requirements for an excellent academic response.
• Meets and exceeds all requirements of the assignment. | • A few minor errors in usage, grammar, or mechanics.
• Generally uses APA citation correctly where applicable for referencing sources.
• Meets most requirements for a well written academic response.
• Meets most requirements of the assignment. | • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.
• Uses APA citation inconsistently and with errors when sources are used.
• Meets a few requirements for an acceptable academic response.
• Meets a few requirements of the assignment. | • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.
• Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.
• Meets few requirements for an acceptable academic response.
• Meets little to no requirements of the assignment. | | |

Score: /30

Facilitator/Evaluator's Comments:

Final Project Oral Presentation Rubric
Last Revised: January 23, 2014

| Student's Name | | Course Code | | Date | | Facilitator/Evaluator's Name |

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: **Nonverbal Effectiveness**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.	
Delivery Style: **Verbal Effectiveness**	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses "ums". • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses ("ums"), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses "ums", making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.	

Total Score out of 40:

Facilitator's Evaluator's Comments: