

Columbia College

Observation and Techniques in Behaviour Management (HSPD113)

Lecture 1

Course Outline

Semester Dates: November 17th, 2014 – December 20th, 2014

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: Lynn Burnett, M.Ed.

Email: lynnb@columbia.ab.ca

Class Time: Saturdays (8:30am – 5:00pm)

Room: 805-109

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 children with behavioral and/or emotional problems. Students will learn to both understand and deal with behavior problems in children. Topics will include mental health, encouragement, effective communication, logical consequences and problem-solving techniques. Emphasis is on a systematic approach in order to observe, to explain, predict and improve the well-being of the individual.

Learning Outcomes:

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

- Understand the differences between being objective and subjective.
- Demonstrate good observation skills.
- Demonstrate the writing of good observation reports.
- Utilize positive affirmations and visualization to help change behaviors.
- Understand and be able to utilize the encouragement process.
- Understand and utilize listening skills in a "counselling" fashion.
- Be able to write and use "I" statements.
- Use a step by step approach to resolve interpersonal conflicts.
- Use natural and logical consequences as replacements for punishment.
- Use variety of techniques in dealing with attention seeking subjects
- Understand how to avoid and deal with "power-struggles".
- Understand how to motivate discouraged students.
- Gain appropriate skills in working in a team, and in a positive and proactive manner.

Course Format:

This 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 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 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:

Chandler, L. & Dahlquist, C. (2014). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. Toronto, ON: Pearson.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

APA review site: <https://owl.english.purdue.edu/owl/resource/560/01/>

Homework Assignment Due for the First Class:

1. Read chapter 1 from the required course textbook.
2. As part of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a quiz on the assigned readings.
4. Read this syllabus and be prepared to discuss in class.

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 |
|---------------------------------|---------------------|--------|
| Participation and Engagement | Daily | 5% |
| Presentation | Class 8 & 9 | 10% |
| Assignment 1 | Class 4 | 15% |
| Assignment 2 | Class 7 | 20% |
| Quizzes | Daily (Class 1 – 8) | 20% |
| Final Exam | Class 10 | 30% |

Please note that all homework and assignments are due at the beginning of each class.

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 earn at least a "D" (a minimal pass).

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%. 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.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. 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)* 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 |
| Final Examination | A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u> |

Appeals:

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

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@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 Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Disability 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 | <ul style="list-style-type: none">The Importance of Identifying and Addressing Challenging Behavior and Identifying Why Challenging Behavior Occurs | <ul style="list-style-type: none">Chapter 1 |
| 2 | <ul style="list-style-type: none">Assumptions and Goals of Functional Assessment | <ul style="list-style-type: none">Chapter 2 |
| 3 | <ul style="list-style-type: none">Assessing the Current Environment | <ul style="list-style-type: none">Chapter 3 |
| 4 | <ul style="list-style-type: none">Identifying the Function of Challenging and Appropriate Behaviors | <ul style="list-style-type: none">Chapter 4Assignment 1 Due |
| 5 | <ul style="list-style-type: none">Selecting Setting Event, Antecedent, and Consequence Strategies and Appropriate Replacement Behaviors | <ul style="list-style-type: none">Chapter 5 |
| 6 | <ul style="list-style-type: none">Intervention Strategies Related to the Positive Reinforcement FunctionIntervention Strategies Related to the Negative Reinforcement Function | <ul style="list-style-type: none">Chapter 6 & 7 |
| 7 | <ul style="list-style-type: none">General Intervention Strategies Related to the Sensory Regulation/Sensory Stimulation FunctionSpecific Intervention Strategies Related to the Increase and Decrease in Sensory Regulations/Sensory Stimulation Functions | <ul style="list-style-type: none">Chapter 8 & 9Assignment 2 Due |
| 8 | <ul style="list-style-type: none">Strategies to Promote Generalization and Maintenance of Behavior and to Prevent the Development and Recurrence of Behavior | <ul style="list-style-type: none">Chapter 10Student Presentations Due |
| 9 | <ul style="list-style-type: none">Guidelines for Program Implementation and ConsultationClass Reviews | <ul style="list-style-type: none">Chapter 11Student Presentations Continued |
| 10 | Final Exam – 3 hrs. | <ul style="list-style-type: none">N/A |

Appendix 1 Assignment Outlines

Assignment #1 Value: 15% Due: Class 4

This will be an in class observation. You will be required to make an observation presented to you and make appropriate notes of the event. Students will be evaluated according to the rubric attached.

Assignment #2– Case Study: Phil and Jared (in Junior High School) Value: 20% Due: Class 7

- Please read the following case study and answer the two questions below.
- The answer for each question should contain a minimum of two paragraphs and double spaced (approximately 350 words for each answer).
- Please be sure to back up each answer you provide with a minimum of two references from academic journal articles. In total, you are required to provide a minimum of four references for this assignment--from academic journal articles.
- Please also write your answers in an APA format, including a reference page. You will be evaluated according to the Case Study Analysis Rubric attached.

Ms. Williams wished to increase Phil's frequency of voluntary responses during current event discussions. In this situation, poker chips were used as a reinforcer. The chips could be saved and cashed in at the end of the discussion period for a tangible reward from the class store.

Initially, Ms. Williams reinforced Phil each time he volunteered a response during the discussion. After several weeks, Phil's frequency of responses was at a satisfactory level; that is, it was equal or nearly equal to the average frequency of responses of the other members of the discussion groups. At this point in the behaviour modification process, Ms. Williams changed from giving continuous to intermittent reinforcement.

With intermittent reinforcement, Phil's behaviour remained at a high level. Phil became aware that he would be rewarded when he responded, but not every time. It also became evident to Ms. Williams that Phil was enjoying his participation in the class discussions.

Mr. Jones and Ms. Walker had similar problems in their classroom groups. In Mr. Jones's room, Jared would not participate in class discussions. In Ms. Walker's room, Herman presented the same problem.

Mr. Jones wished to increase the frequency of Jared's responses during group discussions. He introduced an intervention similar to the one used by Ms. Williams in the previous example. However, once Jared had attained an acceptable level of performance, Mr. Jones discontinued all reinforcement. Because of the lack of reinforcement, Jared's newly acquired behaviour decreased.

Ms. Walker also initiated an intervention program to increase Herman's level of participation. Ms. Walker kept Herman on the continuous reinforcement schedule until he became bored with the tokens and the tangible rewards he could purchase with them. Like Mr. Jones's program, Ms. Walker's was ineffective. Herman's participation decreased to its original level. He remained an infrequent participant in group discussions.

Questions

1. Do you think that behaviour management plans would be successful in getting every child to participate in your class? Why or why not? *(350 words minimum and a minimum of two references from academic journal articles)*
2. What are the ramifications of inconsistent reinforcement for students who are working towards more appropriate behaviour? *(350 words minimum and a minimum of two references from academic journal articles)*

Presentation

Value: 10%

Due: Class 8 & 9

Each student will make a 10- to 15-minute PowerPoint presentation on his or her experiences gained during the observation activity of the Final Project, and be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric.

Participation and Engagement

Due Date: Daily

Weight: 5%

Students will be required to participate actively in the classes, asking and answering questions posed by the facilitator and students, and critically reflect on class material and discussions. Students are also expected to work collaboratively and uphold a professional and respectful attitude toward themselves and others. For each class, students will be expected to bring three questions (based on their readings) for class discussions. These questions should be provided to the facilitator at the beginning of each class. Students will be evaluated according to the rubric attached.

Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20%

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

Final Exam (Project)

Value: 30%

Due: Class 10

For this project you are asked to select a subject/s. This may be a child, a youth, or an adult. Through systematic observation and record-keeping, the student will demonstrate their ability to make a valid, reliable and effective observation and accurately report that observation. Select a period of time to make this observation with a minimum of 1.5 hours either in one sitting or over a number of observation periods.

The written project will include:

1. Observation Summary details – environmental observations as well as who, where, what, when, how?
2. Description of the observation with a focus on behaviour(s).
3. Record the duration and frequency of the behaviour(s) using a planned reporting form.
4. Conclusions with regards to the goal(s) of misbehaviour, along with a rationale for the conclusions reached. Make reference to the text and minimum of 3 academic journal articles to support your conclusions. APA structure is required.
5. Students are to hand in their notes, along with their Summary. The subject's name is not to be used in the written assignment. He/she can be called Subject X or Y or a pseudonym (made up name) may be selected. Please note, you need not know the subject if you are making an observation in a public area such as at the library, the mall, etc.

**Appendix 2
Assignment Rubrics**

**Columbia College
Observation Rubric
Last Revised: January 2012**

| Student's Name | | Course Code | Date | Facilitator/Evaluator's Name | |
|------------------------------------|---|--|--|------------------------------|--|
| Area | A – B (70% - 100%) 10.0 – 7.0 | C - D (50% - 69%) 6.9 – 5.0 | F (0% - 49%) 4.9 - 0 | Score | |
| Summary of Key Observations | <ul style="list-style-type: none"> Key observations are carefully identified and presented. Maintains neutrality in statements. Excellent organization in summary. Excellent quantity of information. | <ul style="list-style-type: none"> Key observations are mostly well identified and presented. Most times maintains neutrality in statements. Most of organization shows a logical progression. Sufficient quantity of information. | <ul style="list-style-type: none"> Some key observations have been made, but there is generally not enough content. Neutrality in statements is not maintained. Summary lacks organization. Quantity of information is inadequate. | | |
| Analysis and Interpretation | <ul style="list-style-type: none"> Analysis and interpretation of data has been presented with thoroughness and accuracy. Perceptive insights. | <ul style="list-style-type: none"> Analysis and interpretation of data is satisfactory. Analysis is well done with a few weak areas. | <ul style="list-style-type: none"> Analysis and interpretation of data is minimal. | | |
| Field notes | <ul style="list-style-type: none"> Excellent field notes assist in making key observations. Quantity of field notes demonstrates excellent observation skills. Demonstrate excellent use of point form notes. | <ul style="list-style-type: none"> Satisfactory field notes serve as good source for key observations. Quantity of field notes demonstrates satisfactory observation skills. Demonstrates some inconsistency in using point form notes. | <ul style="list-style-type: none"> Field notes are somewhat limited in content. Quantity of field notes is limited. Demonstrates little knowledge of how to make point form notes. | | |

| Area | A – B (70% - 100%) 10.0 – 7.0 | C - D (50% - 69%) 6.9 – 5.0 | F (0% - 49%) 4.9 - 0 | Score |
|--|---|--|---|-------|
| Mechanics, Grammar, Professional Format | <ul style="list-style-type: none"> No errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets all requirements for a well written academic response. Meets all requirements of the assignment. | <ul style="list-style-type: none"> A number of errors in usage, grammar, and mechanics. May be some interference with the readability and quality of the paper. Uses APA citation inconsistently and with some errors. Generally meets most requirements for a satisfactory academic response. Generally meets most requirements of the assignment. | <ul style="list-style-type: none"> 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. Meets few requirements for an acceptable academic response. Meets few 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 40:

Facilitator/Evaluator’s Comments:

Columbia College
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 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation. | |
| Content | <ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. | <ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. | <ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. | <ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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/Evaluator's Comments:

Columbia College
In-Class Learning Activity Rubric
 Last Revised: May 7, 2014

| Student's Name _____ | | Course Code _____ | | Date _____ | | Facilitator/Evaluator's Name _____ | |
|--|---|---|---|--|-------|------------------------------------|--|
| Area | A 10-9 | B 8-7 | C-D 6-5 | F 4-0 | Score | | |
| Contribution to Group Goals and Tasks | <ul style="list-style-type: none"> Regularly provides useful ideas to group. Contributes consistently and actively to group tasks and makes a strong effort to achieve goals. Fully accepts and fulfills individual role within group. | <ul style="list-style-type: none"> Often provides useful ideas to group. Contributes actively to group tasks with occasional prompting. Usually accepts and fulfills individual role within group. | <ul style="list-style-type: none"> Sometimes provides useful ideas to group. Does what is required with occasional prompting. | <ul style="list-style-type: none"> Rarely provides useful ideas to group. Works toward goals only when prompted. | | | |
| Quality of Work Output | <ul style="list-style-type: none"> Demonstrates superior quality work. Does not need to be prompted to get work done on time. | <ul style="list-style-type: none"> Demonstrates good quality work. May need occasional prompting to get the work done on time, but does not hold up group's progress. | <ul style="list-style-type: none"> Work sometimes needs monitoring or re-doing. Usually needs prompting to get work done on time and tends to hold up group progress. | <ul style="list-style-type: none"> Work usually needs monitoring or re-doing. Group's progress is held up by poor personal management. Always needs prompting to get the work done. | | | |
| Working with Group Members | <ul style="list-style-type: none"> Listens to others and speaks a significant amount as appropriate. Never argues with group members. Always helps all group members to arrive at a fair and logical decision. | <ul style="list-style-type: none"> Listens but sometimes talks too much or dominates the discussion. Rarely argues with group members. Usually considers the views of all group members. | <ul style="list-style-type: none"> Usually dominating the discussion, rarely allows others to speak. Sometimes argues with group members. Often sides with specific individuals instead of considering views of all group members. | <ul style="list-style-type: none"> Is always talking, never allows anyone else to speak. Usually argues with group members. Usually wants to have things his/her own way. | | | |

| Area | 5 | 4 | 3 | 2-0 | Score |
|--|---|--|---|---|-------|
| Overall Attitude / Disposition | <ul style="list-style-type: none"> Never openly critical of learning activity, group tasks, or group members. Always demonstrates positive attitude towards group goals and tasks. | <ul style="list-style-type: none"> Rarely openly critical of learning activity, group tasks or group members; Generally demonstrates positive attitude towards group goals and tasks. | <ul style="list-style-type: none"> Sometimes openly critical of learning activity, group tasks or group members. Demonstrates occasional negative attitude towards group goals and tasks. | <ul style="list-style-type: none"> Often openly critical of learning activity, group tasks or group members. Usually demonstrates negative attitude towards group goals and tasks. | |
| Readiness to Engage in Group Activity | <ul style="list-style-type: none"> Always ready to begin tasks without the need for prompting. Always comes prepared with ideas and materials needed to get the work started on time. | <ul style="list-style-type: none"> Almost always ready to begin tasks and rarely needs prompting. Almost always comes prepared with ideas and materials to get the work started on time. | <ul style="list-style-type: none"> Often needs prompting to begin tasks and do the required work. Usually comes prepared with ideas and materials to get the work started on time. | <ul style="list-style-type: none"> Always needs prompting to begin tasks and do the required work. Always or often relies on others to do the work. Does not usually come prepared with ideas and materials to get the work started on time. | |

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 40:

Facilitator/Evaluator’s Comments:

Columbia College
Student Engagement Rubric
 Last Revised: December 2011

| Student's Name | | Course Code | Date | Facilitator/Evaluator's Name |
|----------------|---|---|---|---|
| Pts | Preparation for Class | Quality of Participation | Involvement in Process | Frequency of Participation |
| 5 | <ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis. | <ul style="list-style-type: none"> Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis | <ul style="list-style-type: none"> Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise. | <ul style="list-style-type: none"> Contributes actively and consistently to group process on a daily basis. |
| 4 | <ul style="list-style-type: none"> Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis. | <ul style="list-style-type: none"> Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis. | <ul style="list-style-type: none"> Comments do not always build on the contribution of others; most times shows support of other classmates. | <ul style="list-style-type: none"> Contributes actively and somewhat inconsistently to group process on a daily basis. |
| 3 | <ul style="list-style-type: none"> Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis. | <ul style="list-style-type: none"> Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner. | <ul style="list-style-type: none"> Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus. | <ul style="list-style-type: none"> Contributes inconsistently to group process. |
| 2 | <ul style="list-style-type: none"> Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation. | <ul style="list-style-type: none"> Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive | <ul style="list-style-type: none"> Contributes little to group understanding; little evidence of being encouraging to others. | <ul style="list-style-type: none"> Does not contribute to group except when asked. |
| 1 | <ul style="list-style-type: none"> Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation. | <ul style="list-style-type: none"> Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest. | <ul style="list-style-type: none"> Does not contribute to the group process. | <ul style="list-style-type: none"> Does not contribute. |

Total Score out of 40:

Facilitator/Evaluator's Comments:

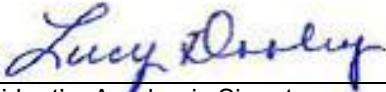
Approval:



Program Chair's Signature

November 12, 2014

Date



Vice-President's, Academic Signature

November 12, 2014

Date



Registrar's Signature

November 12, 2014

Date