

Evaluation Criteria	Slide	Comments
A. The rationale for conducting the behavioral observation and behavior change on this particular learner (or learners) is provided.		
B. Learner names are removed from all documentation submitted for evaluation.		
C. The target behavior has been pinpointed and defined in <u>measurable terms</u> .		
D. Both appropriate and inappropriate behaviors are recorded and graphed on the individual targeted learner <u>as well as</u> on other learners in the group for social comparison purposes.		
E. Measurable target behavior is written as an objective with a justification for its selection.		
F. If a functional behavior assessment was conducted, the intervention selected should be one that matches the function of the problem behavior.		
G. Procedures to change behavior are included.		

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H. Strategies respond to cultural, linguistic, and gender differences.		
I. The type of data (frequency, rate, duration, latency, or time sample) is appropriate to the target behavior observed, and a rationale, is provided for the data type selected.		
J. Demonstrate procedures to increase the learner's self-awareness, self-management, and self-control.		
K. Generalization and maintenance procedures are included.		
L. Evidence of continuous data collection, analysis, and program revision (as needed) is included.		
M. A graph of the data collected is included with accurate titles and descriptions.		