**Case Presentation Overview**:

In clinical settings Behavior Analysts are responsible for conveying the progress of their cases and providing data driven evidence to support decisions and treatment recommendations. This project will afford students the opportunity to practice and demonstrate applied skills related to conceptualizing and communicating behavioral principles using a case study presentation format common to the professional discipline of Applied Behavior Analysis. Students will build a fictitious case study based upon topics discussed in their assigned chapter. Students should use the dimensions of Applied Behavior Analysis, information discussed in chapters 1-8 of the book and other relevant information covered in class in the development of a thorough yet concise case presentation. Following the review of an assigned chapter students should select a behavior to be targeted (e.g., skill development, behavior reduction, etc.), select an appropriate intervention based upon best practice given the client description, and work backwards on developing a case history and client description that warrants the use of the particular intervention selected. Creativity is highly encouraged! The team’s case presentation should “build the case” for the behavior plan selected. Case description developed should contain all relevant information needed to ethically warrant the described behavior plan that uses procedures selected from their assigned chapter. For example, prior to use of punishment procedures certain ethical steps must have been demonstrated ineffective, consumers may have preferences for one type of intervention over another, some interventions may be more effective in certain situations, etc. Case history should cover all the angles and justify the current selected procedures.

Task Overview:

Students will prepare 1. a class handout of a behavior plan and 2. a case presentation using a power point format that covers the following areas:

1. Case History: Client demographics, background information, reason for referral, relevant historical or current family/environmental information, previous treatment history
2. A well defined target behavior
3. Literature review identifying at least empirically supported article treating the target behavior
4. Description of assessment and baseline data
5. Description of behavior plan
6. Description of single subject methodology
7. A review of graphically displayed fictitious data showing the effectiveness or lack of effectiveness of the treatment
8. Interpretation of results using single subject research logic
9. A summary: indicating limitations, future treatment recommendations, and conclusions.

Students should be prepared to offer rational and support for the features of their case for 10 minutes of Q & A following the presentation. Presentations should be a total of 30 minutes that includes a 20-minute presentation (15-20 slides, 24 font) and 10 minutes for questions. Students are asked to submit their team’s presentation to the instructor 1 week in advance of the schedule date by 11:59 pm for approval and feedback and the final version the day before class by 11:59pm.

Grading:

The project will be worth a total of 100 points. Presentations will be evaluated based upon the thoroughness of the 20 areas listed in the grading rubric below. Points will be awarded using a Likert scale of 0-6 with 0 and 6 being no demonstration and exemplary demonstration of the area respectively. Team submitted member-evaluations on contributions would remain anonymous.

**Grading Rubric**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | None | Poor | Fair | Adequate | Good | Excellent |  |
| Area | Description | 0 | 1 | 2 | 3 | 4 | 5 | Score |
| Timeliness of submission | Draft and final in by deadlines |  |  |  |  |  |  |  |
| Format and length | 20-minute power point presentation with 10-minute Q & A. Appropriate syntax, Grammar, spelling, well organized. |  |  |  |  |  |  |  |
| Presentation style | Concise and thorough review, clear explanation of case and features |  |  |  |  |  |  |  |
| Accuracy | Accurate use of and inclusions of ABA terms, principles, and procedures |  |  |  |  |  |  |  |
| Presentation material source | Use of assigned chapter, chapters 1-8, dimensions of ABA |  |  |  |  |  |  |  |
| Behavior plan hand out | Well written, formatted, grammatically correct, and easy to follow, use of ABA terms |  |  |  |  |  |  |  |
| Case History: | Client demographics, background information, reason for referral, relevant historical or current family/environmental information, previous treatment history |  |  |  |  |  |  |  |
| Case conceptualization | Concise summary of maintaining environmental variables and history, built case for ensuing treatment |  |  |  |  |  |  |  |
| Target Behavior | Well defined |  |  |  |  |  |  |  |
| Literature review | Identifying at least empirically supported article treating the target behavior |  |  |  |  |  |  |  |
| Behavior plan | Description of, ethical and warranted based upon case history, and assigned chapter |  |  |  |  |  |  |  |
| Methods | Description of Single subject method |  |  |  |  |  |  |  |
| Assessment & baseline | Data Description |  |  |  |  |  |  |  |
| Data Presentation | A review of graphically displayed fictitious data showing the effectiveness or lack of effectiveness of the treatment |  |  |  |  |  |  |  |
| Graph and data | Graph presented has all appropriate elements |  |  |  |  |  |  |  |
| Results | Interpretation of results using single subject research logic |  |  |  |  |  |  |  |
| Summary | Indicating limitations, future treatment recommendations, and conclusions. |  |  |  |  |  |  |  |
| Q & A | Demonstrated ability to response and discuss Q’s using behavioral terms |  |  |  |  |  |  |  |
| Professionalism | Instructors review of professionalism during feedback and development |  |  |  |  |  |  |  |
| Team evaluation | Average of team member’s review of your contributions to the project |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Total out of 100 pts: |  |

Instructor may alter grading rubric as needed.