**(IN Psychology Standard: SS.P.3.10 2007) Behavior Modification Plan:** You will have 21 days to change a behavior that you wish to change or add a behavior to your usual routine. You need to research why this is a good or bad behavior, and devise a system of rewards and punishments for your successes and failures that you are willing and able to follow through with. Make it realistic and worthwhile. You will present the following to the class:

**Content:** Describe a behavior you would like to modify. Present 3 sources that discuss your topic (for instance, if you want to sleep more, you’d present research on why that is an important behavior.) Describe the steps you took to modify your behavior. What rewards or consequences did you create for yourself? Inform the class of your successes and failures (When did you do what you set out to do? When did you fail at these attempts?) Your behavior must be approved.

The behavior you’ve chosen is: Teacher’s signature of approval:

**Visual:**  Create a poster or a Power Point addressing the main points of your presentation. Posters should be creative and neatly put together and easy to read and see by everyone in the class. Power points should be creative, with pictures, colors, sounds, and font that is easy to read by everyone in the class.

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|  | 0-5 | 6-8 | 9-10 |
| Content - Sources | Student orally presents 0-1 sources on the topic. Source, if provided, lacks quality and/or presentation of the sources is inadequate. Copies may not have been included. | Student orally presents 2-3 sources that support the topic. One or more qualities described in the 9-10 scoring range are missing. Copies may not have been included. | Student orally presents 2-3 sources that support the topic which come from reputable sources. Presentation of sources is thorough. Copies of sources are included. |
| Content - Behavior | Student fails to accurately or adequately describe the behavior they are choosing to modify, or student chooses to modify a behavior that was not approved by the teacher. | Behavior is mentioned, but description of reasons why are not clear or thorough. | Student thoroughly describes the behavior they want to modify and clearly explains the reasons they wish to modify the behavior. |
| Content – Modification Plan | Student fails to present the techniques they used to modify their behavior or failed to use their techniques for the duration of the project. | Student intermittently used their behavior modification strategy. Student may not have consistently tracked their progress. | Student consistently used their behavior modification strategy, and they presented their successes and failures. |
| Appeal – for Poster | Poster is difficult or impossible to read by students in the classroom during the presentation. Items aren’t glued, drawn, or printed neatly. Item lacks visual appeal. | Poster may be difficult to read or is not prepared neatly. May lack visual appeal or interest. Student may “read” the poster to the audience rather than use it as a visual aide for their presentation.  | Poster is easy to read. Items are neatly affixed to the poster, and the poster is engaging to the viewer. Student doesn’t “read” the poster to the audience. Rather it is used as a visual aide. |
| Appeal for Power Point  | Font is too small to read. Lacks visual appeal, pictures or images that support the presentation. Student may not make eye contact or lacked focus on the audience. | Font may be hard to read. May lack creative elements that provide interest to audience. May not support of the topic. Student may not make eye contact or lacks focus.  | Font is easy to read. Images and special effects support the topic. It is enjoyable and interesting to watch. Student focuses on the audience during the presentation. |