

# CPSE 442 - Soc/Beh Strtgs M/M Disb

Winter 2016

Section 001: 355 MCKB on T Th from 9:00 am - 10:15 am

## Instructor/TA Info

### Instructor Information

**Name:** Christian Sabey  
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### TA Information

**Name:** Addie Wallace  
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## Course Information


### Description

The purpose of this course is to learn how the principles learned in 410 can be applied to change student behavior.

### Prerequisites

CPSE 410

### Materials

Item	Price (new)	Price (used)
 <u>BEHAVIOR MODIFICATION</u> - <i>Required</i> by MILTENBERGER, R	256.65	192.50

## Learning Outcomes

### Components of schoolwide positive behavior support

(Knowledge-based Objectives)

1. Describe and define the components of schoolwide positive behavior support, its relationship with risk and protective factors and multicultural issues.

### Positive learning environments

2. Describe how to assess and create a positive learning environment in schools.

### Building strong positive relationships

3. Describe how to build strong, positive relationships with children and youth.

### Positive teaching approach

4. Describe how to use a positive, teaching (discipline) approach.

### Social needs of individuals and groups

5. Describe how to assess and address the social needs of individuals and groups of students.

### Effective social skills program

**Effective social skills program**

6. Describe and list the procedural and content steps of an effective social skills program.

**Effective classroom management system for all students**

7. Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs (i.e., schedules, procedures, routines, signals, physical set-up of room, rules and consequences, monitoring, transitions).

**LRBI**

8. Describe the various components and appropriate use of Utah's Least Restrictive Behavioral Interventions (LRBI).

**Multi-level interventions**

9. Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions.

1. Token economy and response cost
2. Group contingencies
3. Behavioral contracts
4. Home notes
5. Precision commands
6. Time-out
7. Self management
8. Response cost
9. Administrative intervention
10. Other procedures

**Assess school climate**

(Skill-based objectives)

1. Assess a school climate and identify strengths and areas in which to improve the environment.

**Strong positive relationships**

2. Build strong, positive relationships with children and youth. Develop and use praise notes as one way in which to build such relationships.

**Social skills assessments**

3. Demonstrate correct use of social skills assessments, procedures and curriculum that can be used in a classroom environment.

**Positive behavior support system**

4. Design a positive behavior support system for classroom and nonclassroom environments. Develop a classroom management plan/disclosure document.

**Effective behavior intervention strategies**

5. Demonstrate a variety of effective behavior intervention strategies appropriate to the needs of individuals with exceptional learning needs.

**Least intensive intervention**

6. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities. Consider LRBI and multi-level evidence-based practices that offer prevention with various behaviors.

**Grading Scale**

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

**Grading Policy**

Work that is turned in late without prior arrangement, will be graded at my discretion and may receive anywhere from 0 to 50%

of the possible points.

## Attendance Policy

Missing this class will present serious challenges in terms of your ability to accomplish the purposes of the course. So, missing more than 2 classes will result in a drop of half a letter grade (e.g., A to A-). Every 2 classes missed after will result in an additional half grade drop.

## Study Habits

Your level of commitment to the material will largely determine the effect that it has on your life and your ability to effectively provide an education for students with disabilities. So, you may approach this class in one of two ways.

- 1.) Do what is required in order to earn a passing grade or
- 2.) Dedicate yourself to mastering the material.

If your goal is to pass the class you will likely succeed, but there will almost certainly come a day when you will wish that you had mastered the material. When you are working with a challenging colleague, student, or administrator, your grade in this class will be irrelevant. At that point, your mastery of the material will be the only thing that matters.

For many of you mastering the material may require more than simply completing the readings and assignments. It may require additional time and effort to truly own the material. Please carefully consider how you will approach this class.

If you have specific questions about how to study the material, please come see me and we can develop a plan.

## Expectations

1. Attend class
2. Participate in each class (come to class with at least one question each and every time)
3. Complete all assignments on time and with your best effort

## Notes

I reserve the right to modify the schedule or syllabus, including adding, modifying, or deleting assignments, as needed in order to cover the material and meet your needs.

**A word about feedback.** Pres Eyring has indicated that one characteristic of great learners is that they seek out and welcome feedback. I will have the opportunity to give you feedback throughout this courses in the form of grades and comments. I expect you to give me feedback as well. There will be a few different occasions (e.g., mid-course evaluation, final course evaluation) when you can formally provide feedback to me. However, I want you to know that I would also appreciate your feedback in less formal ways. If there is anything about the course that is working well for you, please let me know. If there is anything about the course that is not working well for you, please let me know. I take your feedback very seriously and I can only change and improve to the extent that I receive meaningful feedback.

## Assignments

### Assignment Descriptions

#### Quiz #1

Jan  
07

Due: Thursday, Jan 07 at 8:00 am

IRIS - EBP 1

#### Quiz #2

Jan  
12

Due: Tuesday, Jan 12 at 8:00 am

IRIS - EBP 2

#### Quiz #3

Jan  
15

Due: Friday, Jan 15 at 8:00 am

IRIS - EBP 3

#### Quiz #4 (MTSS)

Jan  
19

Due: Tuesday, Jan 19 at 8:00 am

This quiz covers the chapter on MTSS

### Quiz #5 SWPBIS

Jan  
21

Due: Thursday, Jan 21 at 11:59 pm

This quiz covers chapter 13 Defining and Describing Schoolwide Positive Behavior Support

### Quiz #6 SWPBS 2 (Tier 2)

Jan  
26

Due: Tuesday, Jan 26 at 8:00 am

This quiz covers Chapter 17 from the Handbook of Positive Behavior Support on Tier 2 supports. REMINDER: These quizzes are meant to be taken closed book and closed note.

### Schoolwide Expectations Matrix

Jan  
26

Due: Tuesday, Jan 26 at 11:59 pm

### Quiz #7

Jan  
28

Due: Thursday, Jan 28 at 8:00 am

This quiz covers the reading on EBP in classroom management.

### Routine

Feb  
02

Due: Tuesday, Feb 02 at 11:59 pm

Routines Assignment .pptx [Download \(plugins/Upload/fileDownload.php?fileId=c62ea7da-15GO-A8Nd-FNv0-5g9af6c3e624&pubhash=mnjBayvEovFINGzZFg1Ms\\_o1t6o5FNq2eBGbpOPQ0\\_x1hI2OqZZ0CoqW0AQWrG0h78T6EDMaTn6rK5buFaF6EA:](#)

### Quiz #8

Feb  
09

Due: Tuesday, Feb 09 at 8:00 am

This quiz covers the reading on social skills assessment and training

### Quiz #9 Token Economy

Feb  
11

Due: Thursday, Feb 11 at 11:59 pm

This quiz covers Chapter 22

### Class Expectations Matrix

Feb  
13

Due: Saturday, Feb 13 at 11:59 pm

Using the schoolwide expectations that you developed, create a classwide matrix that describes the different locations and instructional settings (e.g., group work, independent work, teacher instruction) in your classroom.

### Social Skills Lesson Plan

Feb  
18

Due: Thursday, Feb 18 at 11:59 pm

Using the attached template, create two social skills lesson plans for two unique skills.

scanner@byu.edu\_20160212\_141520.pdf [Download \(plugins/Upload/fileDownload.php?fileId=fba6386e-Km7r-9vLj-XB1Z-vie2c127b9a7&pubhash=dm6z5wmlegHn1KwwlkOVxdZd92Q4pWZV5bchsUKYjpeceX5yHY5rvLqsPuY19cPud9w6UL2rushoadfs61JTQ==\)](#)

## Midterm Exam

Feb  
18

Due: Thursday, Feb 18 at 11:59 pm

## Midterm

Feb  
23

Due: Tuesday, Feb 23 at 11:59 pm

This is the mid term. No notes, no books, no neighbors, no internet.

## Classroom Observations

Mar  
03

Due: Thursday, Mar 03 at 11:59 pm

## Continuum of Reductive Consequences

Mar  
10

Due: Thursday, Mar 10 at 11:59 pm

## Self-Improvement Progress Monitoring

Mar  
24

Due: Thursday, Mar 24 at 11:59 pm

- Pick a behavior or outcome that you would like to improve.
- Collect baseline data on that behavior for one week (at least 5 days)
- Implement an intervention
- Does not have to be evidence based
- Monitor you implementation fidelity at least 3 times
- Track your progress for at least 2 weeks.
- Submit the progress monitoring graph and fidelity forms
- Graph needs to include baseline data (at least 5 data points), a phase change line, treatment data (at least 10 data points), goal line and a trend line.

## Behavior Change Project

Apr  
05

Due: Tuesday, Apr 05 at 11:59 pm

## Classroom Management Plan

Apr  
05

Due: Tuesday, Apr 05 at 11:59 pm

## Final Exam

Apr  
12

Due: Tuesday, Apr 12 at 11:59 pm

## University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to

criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010  
 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Schedule

Date	Topics	Materials/Readings	Assignments
Week 1			
M Jan 04 Monday	<b>First Day of Winter Semester (01/04/2016 - 04/12/2016)</b>		
T Jan 05 Tuesday	<b>Devotional: President and Sister Worthen</b>  Course Introduction, Assignments, Pre-test	Course Introduction, Assignments, Pre-test	
Th Jan 07 Thursday	Evidence Based Practice - part 1	IRIS Module - EBP 1 <a href="http://iris.peabody.vanderbilt.edu/module/ebp_01/#content">http://iris.peabody.vanderbilt.edu/module/ebp_01/#content</a> <b>Submit assessment section online</b>	Quiz #1
Week 2			
T Jan 12 Tuesday	<b>Devotional: Elder Allan F. Packer, Quorum of the Seventy, LDS Church</b>  Evidence based practice - part 2	IRIS Module - EBP 2 <a href="http://iris.peabody.vanderbilt.edu/module/ebp_02/#content">http://iris.peabody.vanderbilt.edu/module/ebp_02/#content</a> <b>Submit assessment section online</b>	Quiz #2
Th Jan 14 Thursday	Evidence based practice - part 3	IRIS Module - EBP 3 <a href="http://iris.peabody.vanderbilt.edu/module/ebp_03/#content">http://iris.peabody.vanderbilt.edu/module/ebp_03/#content</a> <b>Submit assessment section online</b>	Quiz #3
F Jan 15 Friday			
Sa Jan 16 Saturday			
Week 3			
M Jan 18 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 19 Tuesday	<b>Devotional: Scott Esplin, BYU Church History and Doctrine</b>  Multi-tiered Systems of Support	Read - MTSS Chapter.pdf <a href="#">Download</a>	Quiz #4
W Jan 20 Wednesday			

Th Jan 21 Thursday	<b>Anybody can be Great; Everybody can Serve</b>  Schoolwide Positive Behavior Support - Tier 1	Chapter 13 SWPBS.pdf <a href="#">Download</a>	Quiz #5
Week 4			
T Jan 26 Tuesday	<b>Forum: Liz Wiseman, leadership research</b>  Schoolwide Positive Behavior Support - Tier 2	Chapter 17 Secondary Tier Supports .pdf <a href="#">Download</a>	Quiz #6  <b>Schoolwide Expectations Matrix</b>
Th Jan 28 Thursday	Classroom behavior management - Tier 1  Rules, Expectations, and Routines	Evidence-based Practices in Classroom Management- Considerations for Research to Practice.pdf <a href="#">Download</a>	Quiz #7
Week 5			
T Feb 02 Tuesday	<b>Devotional: Elder Marcus B. Nash, Quorum of the Seventy, LDS Church</b>  Classwide behavior management - Tier 1  Redirecting, cuing, and precision requests	IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/beh1/challenge/#content">http://iris.peabody.vanderbilt.edu/module/beh1/challenge/#content</a>	Quiz #8  <b>Routine</b>
Th Feb 04 Thursday	Check-in/Check-out - Tier 2	CICO Article .pdf <a href="#">Download</a>	
Week 6			
T Feb 09 Tuesday	<b>Devotional: Rickelle Richards, BYU Nutrition, Dietetics, and Food Science</b>  Social skills instruction - Tier 2	Social Skills Training .pdf <a href="#">Download</a>	Quiz #9
W Feb 10 Wednesday			
Th Feb 11 Thursday	<b>Social Aggression, Social Media, and the Perils of Lurking Online : Dr. Marion K. Underwood Speaks</b>  Token economy - Tier 2	Read: Behavior Modification Ch 22	Quiz #10
Sa Feb 13 Saturday			<b>Class Expectations Matrix</b>
Week 7			
M Feb 15 Monday	<b>Presidents Day</b>		
T Feb 16 Tuesday	<b>Monday Instruction</b>		



Th Feb 18 Thursday	Level system - Tier 2	<p>Please read the Bauer article and the Smith article. The Mastropieri article is just for your information so it is not required reading.</p> <p>BauerSheaKeppler86LevelSystems.pdf <a href="#">Download</a></p> <p>SmithFarrell93LevelSystem.pdf <a href="#">Download</a></p> <p>MastropieriJenneScruggs88ALevelSystem.pdf <a href="#">Download</a></p>	<b>Social Skills Lesson Plan</b>
Week 8			
M Feb 22 Monday			
T Feb 23 Tuesday	<p><b>Forum: Christian Smith, University of Notre Dame</b></p> <p>Midterm</p>	Midterm	
Th Feb 25 Thursday	<p><b>National Eating Disorders Awareness: Beauty Redefined</b></p> <p>Self-management - Tier 2</p>	<p>Self-Management Interventions from Practical Handbook.1.pdf <a href="#">Download</a></p>	
Week 9			
T Mar 01 Tuesday	<p><b>Devotional: Performance Assembly</b></p> <p>Differential reinforcement - Tier 2/3</p>	Read: Behavior Modification - Ch 15	Quiz #11
Th Mar 03 Thursday	Time out - Tier 2/3	Read: Behavior Modification Ch 17	<p><b>Classroom Observations</b></p> <p>Quiz #12</p> <p>Quiz #13</p>
Week 10			
T Mar 08 Tuesday	<p><b>Devotional: Elder Larry R. Lawrence, Quorum of the Seventy, LDS Church</b></p> <p>Punishment and aversives - Tier 2/3</p>	Read: Behavior Modification Ch 18	Quiz #14
Th Mar 10 Thursday	Applying Extinction - Tier 2/3	Read: Behavior Modification Ch 14	<p><b>Continuum of Reductive Consequences</b></p> <p>Quiz #15</p>

Week 11			
T Mar 15 Tuesday	<b>Devotional: Jennifer Rockwood, BYU Women's Soccer Head Coach</b>  <b>Withdraw Deadline (Full Semester)</b>  Bullying - Tier 1/2/3		Quiz #16
Th Mar 17 Thursday	Self-management - Tier 2/3	Read: Behavior Modification Ch 20	Quiz #17
Week 12			
T Mar 22 Tuesday	<b>Forum: Archbishop Charles Chaput, Archdiocese of Philadelphia</b>  Behavior contracting - 3	Read: Behavior Modification Ch 23	Quiz #18
Th Mar 24 Thursday	Group Contingencies - Tier 1/2/3 Mystery motivator		<b>Self-Improvement Progress Monitoring</b>  Quiz #19
Week 13			
T Mar 29 Tuesday	<b>Devotional: David Dollahite, BYU School of Family Life</b>  Antecedent Strategies - Tier 1/2/3	Read: Behavior Modification Ch 16	Quiz #20
Th Mar 31 Thursday	Generalization - Tier 1/2/3	Read: Behavior Modification Ch 19	Quiz #21
Week 14			
T Apr 05 Tuesday	<b>Devotional: Jeffrey Bunker, Student Academic &amp; Advisement Services</b>  Presentations		<b>Behavior Change Project</b>  <b>Classroom Management Plan</b>
Th Apr 07 Thursday	Presentations		
Week 15			
T Apr 12 Tuesday	<b>Last Day of Winter Semester (01/04/2016 - 04/12/2016)</b>  Final Exam: 341 MCKB 7:00am - 10:00am	Final  Final Exam: 341 MCKB 7:00am - 10:00am	
W Apr 13 Wednesday	<b>First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</b>		

Th Apr 14 Thursday	<b>Last Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</b>		
Week 16			
T Apr 19 Tuesday			