

CPSE 614 - Behavioral Assessment+Intrvntn

Fall 2014

Section 001: 341 MCKB on M from 12:30 pm - 3:30 pm

Instructor/TA Info

Instructor Information

Name: Terisa Gabrielsen

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Course Information

NASP Domains

(Downloaded 9/6/2013 from <http://www.nasponline.org/standards/practice-model/domains.aspx>) Refer to Schedule for linkage of domains to coursework.

Practices That Permeate All Aspects of Service Delivery

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Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

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Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

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Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

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Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

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Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

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Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

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Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237

(DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

Class Schedule

The class schedule is subject to change. You will be notified of any changes in advance through Learning Suite and by announcements in class. If any changes to the syllabus are necessary, you will also be notified by email to

document the change. You will be asked to reply to the email to acknowledge receipt of the change information.

Description

This course is designed to prepare



- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others (with no prior formal behavioral training)

who work with children and developmentally disabled adults to perform

- competent functional behavior assessments and
- evidence-based behavioral intervention plans

in practicum and other applied settings at a level commensurate with first year, basic training course for a Board Certified Behavior Analyst.

Materials

Image	Item	Vendor	Price (new)	Price (used)
	<p>Functional Assessment and Program Development for Problem Behavior: A Practical Handbook Required</p> <p>by O'Neill, Robert E.</p> <p>Cengage Learning; Edition 3 (2014-01-01)</p> <p>ISBN: 9781285734828</p>	BYU Bookstore	153.95	115.50
	<p>Applied Behavior Analysis (2nd Edition) Required</p> <p>by Cooper, John O.</p> <p>Pearson; Edition 2 (2007-01-07)</p> <p>ISBN: 9780131421134</p>	BYU Bookstore	165.80	124.35
	<p>LRBI Manual Required</p> <p>by Utah State Office of Education</p>			

The Utah Least Restrictive Behavior Interventions Manual can be downloaded for free from <http://www.schools.utah.gov/sars/DOCS/resources/lrbi07-09.aspx>

Prerequisites

There are no formal prerequisites for this course. It is a graduate level course that may be taken by undergraduate students with permission from Dr. Gabrielsen and the student's major advisor.

Learning Outcomes

Outcomes demonstrating mastery of CPSE 614 course objectives include the following:

- (a) FBA – a formal written functional behavior assessment

- (b) BIP – a formal written behavioral intervention plan with an update report addressing the effects of the BIP
Reports must present data demonstrating the impact, or lack thereof, of the chosen BIP.

- (c) Final FBA/BIP Project Report – a comprehensive written report of the FBA/BIP project, including data gathered, summarized, and interpreted
Students prepare a final report that includes a classroom presentation of the FBA/BIP project.

The course focuses on two areas; 1- functional assessment of behavior (FBA) using interviews and behavioral observations (Why is it happening?) and 2- using assessment data to develop and monitor a behavior intervention plan (BIP) in school settings (What can I do about it?). Students will develop an

understanding of how and why problem behaviors occur, basic assessment strategies and a practical repertoire of specific strategies designed to address the management of common and atypical, social and emotional maladaptive behaviors.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Participation Policy

Participation in this course will require you to bring behavioral case questions to the class discussion. The majority of these contributions will come from students in schools, but behavioral case questions from other settings are also important for you to bring to the group discussion. Your input and questions are integral to the learning process. The behavioral assessment process is heavily dependent on asking questions, so your learning and development will be contingent on your questions and participation in class. Your verbal input in class discussion is an important part of formative evaluation of your learning and competency.

Grading Policy

Grading of each assignment will be based on the demonstrated competency of the stated learning objectives. Items that are turned in for feedback only will be graded on completion, not quality. Items turned in for final grading will be graded on all criteria listed in the assignment according to the level of professionalism and competency demonstrated. It is expected that work completed in the early weeks of the course will demonstrate a lower level of competency than work completed at the end of the course. I will give you opportunities to review your preparation and give feedback on assignments that carry the most weight on your grade (exams and end-of-semester projects and papers).

Attendance Policy

The course will involve several observation and participation experiences outside of the regular classroom setting. These will be scheduled within the scheduled class time, and transportation to sites beyond walking distance from campus will be arranged with other class members in advance. Attendance at these field based learning sessions is expected on the same basis as attendance in the classroom. Missing any sessions will reduce your ability to meet the competency standards and expectations of the course.

Classroom Procedures

The behavioral nature of this course requires that our own behavior be examined from time to time. We will discuss videos and readings assigned outside of class and participate in demonstrations of behavioral interventions during class. Your participation in these in-class activities is expected to elicit disagreement and the need for more in-depth discussion from time to time. These occasions are very important to your learning and mastery of the course objectives. It is critical that all discussions and disagreements be conducted with mutual respect for the instructor and fellow classmates. Failure to maintain this atmosphere of respect will impair your own learning and that of others.

Study Habits

The texts for this course vary in difficulty, but all are critical to your understanding and mastery of course objectives and competencies. YOU CANNOT BE AN EFFECTIVE CLINICIAN OR TEACHER WITHOUT MASTERY OF BEHAVIORAL THEORY. It is therefore very important that you complete assigned readings and videos. Questions from the readings will be asked in each class session. If keeping to a consistent study schedule is difficult for you, consult with Dr. Gabrielsen about a personalized behavioral plan to help you keep up with the reading and illustrate behavioral principles in an applied situation.

Teaching Philosophy

This course is taught as if all students are preparing for the BCBA exam and/or a doctoral level of study. Although the majority of students are not in either of these categories, all students who take this course do so with the intention of intervening in the behavior of students or clients. Because behavioral techniques are very powerful, partial mastery or omitting advanced theories are not ethical courses of action in training. Although the cases you choose to work on are intended to be simplified to match your status as a novice at behavioral assessment and intervention, most real life cases are complex. Seek consultation from field supervisors and Dr. Gabrielsen to ensure that you are applying what you have learned effectively and according to behavioral principles. Your grade is not the most important outcome from this class. Your ability to competently apply behavioral theory to best practices of assessment and intervention in behavior are the important outcomes.

APA Guidelines

Please refer to Learning Suite (Content: APA Guidelines) for the following statements and reports issued by the APA regarding testing and assessment: Committee on Psychological Tests and Assessment, American Psychological Association. (2007) Recent Developments Affecting the Disclosure of Test Data

and Materials: Comments Regarding the 1996 Statement on the Disclosure of Test Data. Author.

HBLL Course Reserve Readings

Any course readings that are not in the text, freely available on the Internet, or available through HBLL will be placed on course reserves. In these cases, you will be given information on how to access course reserves.

HBLL Course Reserve Readings

password is gab614

BCBA Competencies

The Cooper/Heron text, *Applied Behavior Analysis* contains a listing of all of the BCBA competencies to prepare for board certification. Please refer to the front and back fly leaves of your text and the listing of competencies listed in each chapter.

Assignments

Assignment Descriptions

Restraint and Seclusion Video

Due: Monday, Sep 08 at 11:59 pm

Watch the Restraint and Seclusion video posted under "Content"

Report topic of literature review

Due: Monday, Sep 22 at 11:59 pm

Based on your FBA, choose a topic to research that may provide you with ideas for intervention for your case study. Report the topic and provide at least 3 references to articles providing evidence of effectiveness to Dr. Gabrielsen for feedback.

LRBI

Due: Monday, Sep 22 at 11:59 pm

Choose a section of the Utah State LRBI Guidelines to report on in class.
(Content:Utah State Office of Education) Sign up will be on the Digital Dialog to avoid duplication of topics. Summaries will be given orally, approximately 5 minutes.

Observations in Kindergarten and Pre-School

Due: Monday, Sep 22 at 11:59 pm

Write a one paragraph summary of your observations in the BYU Kindergarten and Pre-school. The Kindergarten observation is to be written up as observation of on-task behaviors with specific data regarding the target student, the peers, and a description of how the observation was made. on-task and off-task rates should be reported separately for each observation, and behaviors should be defined. You should also describe the conditions of the observation (behind a mirror, in the room, on video, etc.)

The ABC observations (pre-school or kindergarten recess) are to be written up as narrative of behaviors with summaries or patterns observed in behaviors and their antecedents and consequences. If all behavior is similar, summarize. If there are distinctly different behaviors, discuss them separately. identify the Antecedents, Behaviors, and Consequences explicitly.

Education Revolution at Somersworth HS

Due: Monday, Oct 06 at 11:59 pm

Watch this 13 minute video about PBIS in a New Hampshire High School. If you would like to see more, there is a larger project called Who Cares About Kelsey (WCAK) with multiple excerpts on Vimeo under Dan Habib as the filmmaker. <http://vimeo.com/43931632>

Functional Behavioral Assessment

Due: Monday, Oct 06 at 11:59 pm

Turn in your preliminary data and interpretation of the Functional Behavior Assessment (including interview and observation data) for feedback. Use the formats discussed in class and illustrated in the O'Neill text.

Behavioral Intervention Plan

Due: Monday, Oct 20 at 11:59 pm

Using the data from your FBA and literature review, create Behavioral Intervention Plan prior to implementing the intervention. If you are in a practicum setting, consult with your practicum supervisor on the plan prior to turning it in.

Mid Term Exam

Due: Thursday, Oct 30 at 12:00 am

Exam covering LRBI guidelines (all interventions) and ABA readings.

Progress Monitoring Data Due

Due: Monday, Nov 03 at 11:59 pm

Turn in your first 2 weeks of data on your behavioral case.

Progress Monitoring Data Due (2)

Due: Monday, Nov 17 at 11:59 pm

Turn in the the second 2 weeks of progress monitoring data

Progress Monitoring Data Due (3)

Due: Monday, Dec 01 at 11:59 pm

Turn in the third set of data from weeks 5-6

Case presentation in class discussion (dates may vary)

Due: Monday, Dec 01 at 11:59 pm

This can be done at any time during the semester. Informal case presentations based on practicum experiences.

Behavioral Case Study

Due: Monday, Dec 01 at 11:59 pm

The project will be evaluated according to the NASP case study rubric.

Must have :

3 baseline data points

FBA

BIP

Minimum of 6 data points after implementation of the BIP has begun.

3 Follow Up data points after the behavioral goal was achieved to determine maintenance.

Presentation of Evidence-Based Intervention Research

Due: Monday, Dec 08 at 11:59 pm

10 minute presentation of your review of literature on your selected intervention topic

Review of Evidence Based Intervention

Due: Monday, Dec 08 at 11:59 pm

- Review the literature on a single behavioral intervention. The populations studied in these research papers should be between birth to age 21. Select 3-5 papers showing evidence of effectiveness (or ineffectiveness). Use the guidelines for strength of evidence (found in Content: Evaluation Criteria -- medical and behavioral guidelines given)

to select the papers with the highest level of evidence. Publication dates should be within the last 10 years (2003 - 2013).

- Based on your review of the literature for this INTERVENTION (do not choose a condition or behavior), write a review of the selected papers and evaluate the level of evidence presented.
- Your review should address the target population (if applicable), target behavior(s), rationale for the intervention, key components of the intervention, outcome measures used to evaluate effectiveness, and cautions associated with the use of the intervention.
- Attach the original articles to your paper.
- Use APA format. Intro/Methods/Discussion/Results (IMDR) organization.
- Length: 7-15 pages.

Final Exam

Due: Tuesday, Dec 16 at 11:59 pm

Applied behavioral principles (ABA text) and evidence based interventions

URLEND seminar attendance

Due: Friday, Dec 19 at 11:59 pm

You will earn 1 extra credit point for each hour of seminar attendance. Seminars are broadcast from the University of Utah every Friday between noon and 4 pm in room 343 MCKB. URLEND is an interdisciplinary training program from professionals who help children with special health care needs. For more information, please see the website at www.urlend.org. BYU is one of several sites in URLEND, which covers the 5 state area of Utah, Idaho, Wyoming, Montana, and North Dakota. Seminars are broadcast to each of the sites. The Seminar schedule is in the Content section for you to preview. I will be at each seminar and will take attendance and record your extra credit points.

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 Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with

your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases,

plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

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

Child Abuse Reporting

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

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is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

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Schedule

Date	Discussion	Readings	Notes
M Sep 08 Monday	First Day of Class ABC's of Behavior	Read A Conversation with Alfie Kohn and Paul Chance's Sticking Up for Rewards, both available in the Content section	

TOPICS MAY CHANGE

under "Behavior
Controversies."

Watch Restraint
and Seclusion
under Content and
Videos

READINGS MAY
BE ADDED OR
ASSIGNED TO
DIFFERENT
WEEKS
ACCORDING TO
DISCUSSION
TOPIC
CHANGES. ALL
CHANGES WILL
BE ANNOUNCED
ON LEARNING
SUITE AND IN
CLASS IN
ADVANCE.

ABA Cooper text
Read Chap 3 & 4
Selecting and
Defining Target
Behaviors and
Measuring
Behavior

		O'Neill Chap. 1 & 2 Introduction and Functional Assessment and Analysis Strategies	
T Sep 09 Tuesday			
M Sep 15 Monday	Observation in Kindergarten -- JFSB. Meet in JFSB 1086.	ABA Cooper Text Chap. 24 Functional Behavior Assessment	Domain 1: Data Domain 10: Ethical and Legal
		ABA Cooper Chap 29 Ethical Considerations	
		LRBI manual Emergency chapter, starting on Page 23	
M Sep 22 Monday	Functions of Behavior Christy McAllister -- Behavioral Contracting and Structured Recess	O'Neill Chap. 3 Linking the Function of the Behavior to the Intervention	Domain 4: Interventions (with effect on Domain 3: Academic Interventions)
		ABA Cooper text Chap. 5 &	Domain 1: Data

		6 Improving and Assessing the Quality of Behavioral Measurement and Constructing and Interpreting Graphic Displays of Behavioral Data	
M Sep 29 Monday	Antecedent Control Discuss Behavioral Case Studies Discussion of Kohn's views on reinforcement and counterpoint by Chance Rachel Trayner - Fading and Supervision	ABA Cooper Chap. 16 & 17 Motivating Operations and Stimulus Control 2 Articles on Setting Events (Content:Articles) O'Neill Chap. 4 Building Behavior Support Plans	Domain 4: Interventions (with effect on Domain 3: Academic Interventions)
M Oct 06 Monday	Positive and Negative Reinforcement Krystine Jolstead -- Precision Requests and Redirection	ABA Cooper Chap. 12 Negative Reinforcement ABA Cooper text Chap. 11 Positive Reinforcement Watch Education	Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide

		Revolution video (under Content: Videos)	Domain 6: Preventative and Responsive Domain 7: Family Collaboation
M Oct 13 Monday	Schedules of Reinforcement Adrienne Schneider -- Modeling and Home Notes	ABA Cooper Chap. 13 Schedules of Reinforcement O'Neill Chap. 5 Writing Behavior Support Plans	Domain 2: Consultation and Collaboration Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 8: Diversity Domain 10: Ethical and Legal
M Oct 20 Monday	Single Subject Design and Progress Monitoring Laurie Ottehening- Group Contingency and Asisstive Technology	ABA Cooper Chap. 7-10 Analyzing Behavior Change: Basic Assumptions and Strategies, Reversal and Alternatiing	Domain 4: Interventions (with effect on Domain 3: Academic Interventions)

		Treatments Designs, and Multiple Baseline and Changing Criterion Designs	
M Oct 27 Monday	Review for MidTerm Cover graphing from Chapters 8 and 9 (omitted from reading schedule) in class Betsy Washburn -- Differential Reinforcement and Video Modeling		Domain 2: Consultation and Collaboration Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 8: Diversity Domain 10: Ethical and Legal
M Nov 03 Monday	Punishment Alternatives to Punishment Kim Weed-- Social Skills Instruction and Structured Daily Schedules	ABA Cooper Chap 21-23 Extinction, Differential Reinforcement, and Antecedent Interventions ABA Cooper Chap.	Domain 1: Data Domain 4: Interventions (with effect on Domain 3: Academic Interventions)

		14-15 Punishment by Stimulus Presentation and Punishment by Removal of a Stimulus	
M Nov 10 Monday	Behavioral Change Amy Stillman -- Behavior Momentum and High Rates of Teacher Reinforcement	ABA Cooper Chap 18-20 Imitation, Shaping, and Chaining	Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboation
M Nov 17 Monday	Visit to SPED or Spectrum Academy classrooms (tentative)		Domain 2: Consultation and Collaboration
M Nov 24 Monday	Blake Hansen visiting to talk about Functional Behavioral Analysis		Domain 2: Consultation and Collaboration Domain

			4: Interventions (with effect on Domain 3: Academic Interventions)
			Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboation
M Dec 01 Monday	Contingency Interventions and Self-Monitoring	ABA Cooper Chap. 26-27 Contingency Contracting, Token Economy, and Group Contingencies	Domain 1: Data Domain 2: Consultation and Collaboration Domain 6: Preventative and Responsive Domain 7: Family Collaboation Domain 8: Diversity

			Domain 9: Research and Program Eval. Domain 10: Ethical and Legal
M Dec 08 Monday	Generalization ABA and Autism	ABA Cooper Chap. 28 Generalization and Maintenance of Behavior Change	Domain 1: Data Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal
Th Dec 11 Thursday	Final Exam: 341 MCKB 2:30pm - 5:30pm		
F Dec 12 Friday	Exam Preparation Day		
Sa Dec 13			

Saturday

M Dec

15

Monday

T Dec 16

Tuesday

F Dec 19 **URLEND seminar**

Friday **attendance**