

# CPSE 442- Social/ Behavioral Strategies Mild/ Moderate Disabilities

Section 001: 341 MCKB Tues/ Thurs 4:15pm-5:30pm  
Winter 2018

## Instructor/TA Info

### Instructor Information

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

**Name:** Adam Richardson  
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**other info:** text me at any time. Because of student teaching, appointments can only happen in the evenings

## Course Information

### Description

In this class you will learn to use the principles and foundational practices that you learned about last semester. You will also get additional practice in conducting functional behavior assessments and creating meaningful behavior support/intervention plans.

### Materials

BEHAVIOR

MODIFICATION *Required*

by MILTENBERGER, R

# 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**

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%

## Classroom Procedures

All quizzes will occur in class via Nearpod. There will be five questions during each class. From the time the question opens you will have 1 min to submit an answer. There will be no time extensions on quiz questions. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, there will be no way to make up a quiz. We will drop the lowest quiz score, so you can miss one class without any repercussions.

## Grading Policy

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit. I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

## Study Habits

Eyring\_Henry\_1997\_10.pdf [Download](#)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you find that you are not spending that much time on this class, please consider how you might learn the material better by devoting more time to it. For example, you could re-read the chapter or work on committing certain terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material. If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

## Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

## Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

# Assignments

## Assignment Descriptions

### ***IRIS EBP Module #2***

Jan

16

Due: Tuesday, Jan 16 at 4:00 pm

Please submit the answers to the assessment questions for the second IRIS module on EBP.

### ***IRIS EBP Module #1***

Jan

16

Due: Tuesday, Jan 16 at 4:00 pm

Please submit the answers to the assessment questions for the first IRIS module on EBP.

### ***IRIS EBP Module #3***

Jan

16

Due: Tuesday, Jan 16 at 4:00 pm

Please submit the answers to the assessment questions for the third IRIS Module on EBP.

### ***Quiz 1***

Jan

16

Due: Tuesday, Jan 16 at 11:59 pm

### ***Quiz 2***

Jan

18

Due: Thursday, Jan 18 at 11:59 pm

### **Article Summary 1**

Jan

19

Due: Friday, Jan 19 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 3**

Jan

23

Due: Tuesday, Jan 23 at 11:59 pm

### **Quiz 4**

Jan

25

Due: Thursday, Jan 25 at 11:59 pm

### **Article Summary 2**

Jan

26

Due: Friday, Jan 26 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### ***Class Routines***

Jan

30

Due: Tuesday, Jan 30 at 11:59 pm

Create at least 3 routines that you anticipate needing for summer practicum and your classroom in the future.

Create one PPT Slide for each routine.

### ***Quiz 5***

Jan

30

Due: Tuesday, Jan 30 at 11:59 pm

### ***Classwide Behavior Expectations***

Jan

30

Due: Tuesday, Jan 30 at 11:59 pm

Create 3-5 behavioral expectations that you will use in summer practicum.

Prepare them in a displayable form that you can use in your class (e.g., a PPT slide for each expectation)

### ***Quiz 6***

Feb

01

Due: Thursday, Feb 01 at 11:59 pm

### ***Article Summary 3***

Feb

02

Due: Friday, Feb 02 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.

2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 7**

Feb

06

Due: Tuesday, Feb 06 at 11:59 pm

### **Quiz 8**

Feb

08

Due: Thursday, Feb 08 at 11:59 pm

### **Article Summary 4**

Feb

09

Due: Friday, Feb 09 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 9**

Feb

13

Due: Tuesday, Feb 13 at 11:59 pm

### **Quiz 10**

Feb

15

Due: Thursday, Feb 15 at 11:59 pm



### **Article Summary 5**

Feb

16

Due: Friday, Feb 16 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 11**

Feb

22

Due: Thursday, Feb 22 at 11:59 pm

### **Praise and OTR Observation**

Feb

22

Due: Thursday, Feb 22 at 11:59 pm

Observe a teacher for at least 15 min and record the number of specific praise statement and opportunities to respond.

Please submit an observation form indicating the school, grade, date, time, subject and the frequency/count of number of praise statements and opportunities to respond.

### **Article Summary 6**

Feb

23

Due: Friday, Feb 23 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

## Quiz 12

Feb

27

Due: Tuesday, Feb 27 at 11:59 pm

## FBA and BSP #1

Feb

27

Due: Tuesday, Feb 27 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student.

The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer your question by answering this question, "Am I confident that if I sat down with Christian and showed him my data, we would come to the same conclusion about the function of this behavior?" If the answer is no, then the assignment is not complete.

You will need to submit

1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence.
3. Some evidence of direct observation(s) (e.g., ABC forms, Scatter plot, etc.)
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.
6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)

If you have questions, please don't wait. Come see me.

## Article Summary 7

Mar

02

Due: Friday, Mar 02 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.

2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Midterm Exam**

Mar

06

Due: Tuesday, Mar 06 at 4:00 pm

Please complete this exam closed book, closed note, closed neighbor, closed internet.

**Quiz 13**

Mar

06

Due: Tuesday, Mar 06 at 11:59 pm

**Quiz 14**

Mar

08

Due: Thursday, Mar 08 at 11:59 pm

**Article Summary 8**

Mar

09

Due: Friday, Mar 09 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Quiz 15**

Mar

13

Due: Tuesday, Mar 13 at 11:59 pm

**Social Skills Lesson Plan**

Mar

13

Due: Tuesday, Mar 13 at 11:59 pm

**Quiz 16**

Mar

15

Due: Thursday, Mar 15 at 11:59 pm

**Article Summary 9**

Mar

16

Due: Friday, Mar 16 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Quiz 17**

Mar

20

Due: Tuesday, Mar 20 at 11:59 pm

**Quiz 18**

Mar

22

Due: Thursday, Mar 22 at 11:59 pm

### **Article Summary 10**

Mar

23

Due: Friday, Mar 23 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 19**

Mar

27

Due: Tuesday, Mar 27 at 11:59 pm

### **Evidence Based Practice Identification**

Mar

29

Due: Thursday, Mar 29 at 11:59 pm

1. Identify a practice that you think you might use in your practice as a teacher.
2. Find the evidence that supports that practice
3. Describe the source of the evidence and the process that you used to find the evidence (walk me through the steps)
4. Describe your level of confidence in the available evidence
5. Describe any modifications that you may need to make based on your professional judgement or context/client

### **Quiz 20**

Mar

29

Due: Thursday, Mar 29 at 11:59 pm

### **Article Summary 11**

Mar

30

Due: Friday, Mar 30 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 21**

Apr

03

Due: Tuesday, Apr 03 at 11:59 pm

### **Quiz 22**

Apr

05

Due: Thursday, Apr 05 at 11:59 pm

### **Self-Assessment Observation**

Apr

05

Due: Thursday, Apr 05 at 11:59 pm

### **Extra Credit**

Apr

05

Due: Thursday, Apr 05 at 11:59 pm

Extra Credit

### **Article Summary 12**

Apr

06

Due: Friday, Apr 06 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 23**

Apr

10

Due: Tuesday, Apr 10 at 11:59 pm

### **Quiz 24**

Apr

12

Due: Thursday, Apr 12 at 11:59 pm

### **Article Summary 13**

Apr

13

Due: Friday, Apr 13 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

### **Quiz 25**

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

***Continuum of reductive consequences***

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

***Continuum of positive consequences***

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

***FBA and BSP #2***

Apr

19

Due: Thursday, Apr 19 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student.

***Classroom Management Plan***

Apr

19

Due: Thursday, Apr 19 at 11:59 pm

***Behavior Change Project***

Apr

19

Due: Thursday, Apr 19 at 11:59 pm

1. Identify a person (or other organism) whose behavior you would like to change.
2. Operationally define the behavior to be changed.
3. Describe the intervention that you used to change the behavior. Please provide enough detail that I could replicate the intervention.
4. Provide an explanation for why you selected that intervention. Your explanation should be behavioral (e.g., the intervention addressed the function of the behavior, the intervention increased the response effort to engage in the behavior, etc.)
4. Provide a line graph showing a baseline phase and an intervention phase. Use the [observechange.org](http://observechange.org) spreadsheet
5. Provide an explanation of why the intervention did or did not work and what you might change or try next time, if the intervention didn't work.



## ***Optimistic Teaching Project***

Apr

19

Due: Thursday, Apr 19 at 11:59 pm

## ***Final***

Apr

25

Due: Wednesday, Apr 25 at 11:59 pm

## **Point Breakdown**

<b>Categories</b>	<b>Percent of Grade</b>
Quizzes	30%
Exams	30%
Behavior Change Projects	30%
Article Summaries	10%

## **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.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

## 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.

# Schedule

Date	Topics	Readings	Assignments
Week 1			
T Jan 09 Tuesday	<p><b>Devotional: President and Sister Worthen</b></p> <p>IRIS Modules on Evidence Based Practice - You will complete the three IRIS modules that address EBP.</p> <p>Christian will be out of town at a meeting and will miss this first day of class.</p>	<p>Module 1: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/">https://iris.peabody.vanderbilt.edu/module/ebp_01/</a></p> <p>Module 2: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_02/">https://iris.peabody.vanderbilt.edu/module/ebp_02/</a></p> <p>Module 3: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_03/">https://iris.peabody.vanderbilt.edu/module/ebp_03/</a></p>	Please submit the assessment questions for each module by Jan 16th at 4:00 pm.
Th Jan 11 Thursday	<p><b>Adam S. Miller, 'Letters to a Young Mormon' Unplugged</b></p> <p>Course introduction</p>	Work on the three IRIS Modules	Please submit the assessment questions for each module by Jan 16th at 4:00 pm.
Week 2			
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 16 Tuesday	<p><b>Devotional: Elder LeGrand R. Curtis, Jr.</b></p> <p>Introduction to Evidence Based Practice</p>	Read the attached article: <a href="#">fileDownload.php_fileId=c5990e89-W743-S3KE-nJnl-C2cd84683b35.pdf</a> <a href="#">Download</a>	<p><b>IRIS EBP Module #1</b></p> <p><b>IRIS EBP Module #2</b></p> <p><b>IRIS EBP Module #3</b></p> <p><b>Quiz 1</b></p>
Th Jan 18 Thursday	Positive Behavior Interventions and Supports (MTSS)	Defining and Describing Schoolwide Positive Behavior Support.pdf <a href="#">Download</a> A Blueprint for Schoolwide Positive Behavior Support-	<b>Quiz 2</b>

		Implementation of Three Components.pdf <a href="#">Download</a>	
F Jan 19 Friday	<b>Article Summary 1</b>		
Week 3			
T Jan 23 Tuesday	<b>Forum: Sister Sharon Eubank</b>  Foundations: Settings and Routines	Supporting%20and%20Responding%20to%20Behavior1.pdf <a href="#">Download</a> kern__clemens.pdf <a href="#">Download</a>	<b>Quiz 3</b>
Th Jan 25 Thursday	Foundations: Expectations	fileDownload.php_fileId=fe98403e-kQuP-HsCZ-zhaq-xS7030643b64.pdf <a href="#">Download</a> ContentServer.asp_T=P&P=AN&K=1983-01902-001&S=L&D=pdh&EbscoContent=dGJyMNxb4kSeprE4yNfsOLCmr1Ce.pdf <a href="#">Download</a>	<b>Quiz 4</b>
F Jan 26 Friday	<b>Article Summary 2</b>		
Week 4			
T Jan 30 Tuesday	<b>Devotional: Ben Ogles, Family, Home, and Social Sciences</b>  Prevention: Supervision and Opportunities	1997-38839-005.pdf_T=P&P=AN&K=1997-38839-005&S=L&D=pdh&EbscoContent=dGJyMNxb4kSeprE4yNfsOLCmr1Ce.pdf <a href="#">Download</a> jaba00052-0085.pdf <a href="#">Download</a>  55f2e90508ae6a34f65dfa51.pdf <a href="#">Download</a>  Read the Supervision and Opportunity	<b>Classwide Behavior Expectations</b>  <b>Class Routines</b>  <b>Quiz 5</b>

		sections of the Supporting and Responding to Behavior Document	
Th Feb 01 Thursday	Prevention: Acknowledgement	10459880903493179_n eedAccess=true.pdf <a href="#">Do wnload</a>  106342660000800101.p df <a href="#">Download</a>	<b>Quiz 6</b>
F Feb 02 Friday	<b>Article Summary 3</b>		
Week 5			
T Feb 06 Tuesday	<b>BYU Dance Devotional</b>  Prevention: prompting, choice, and precorrection	108835769701200307.p df <a href="#">Download</a>  1098300704006004040 1.pdf <a href="#">Download</a>  105345129302800304.p df <a href="#">Download</a>	<b>Quiz 7</b>
Th Feb 08 Thursday	Response: Error correction and other strategies	http://www.interventionc entral.org/behavioral- interventions/challengin g-students/dodging- power-struggle-trap- ideas-teachers  01454455900142005.pd f <a href="#">Download</a>  1-s2.0- S0005789488800297-	<b>Quiz 8</b>

		main1.pdf <a href="#">Download</a>	
		jaba00007-0179.pdf <a href="#">Download</a>	
F Feb 09 Friday	<b>Article Summary 4</b>		
Week 6			
T Feb 13 Tuesday	<b>Forum: Dhanurjay “DJ” Patil, former US Chief Data Scientist</b>  Data systems	https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=27f5864a-wxAK-LfhY-Mkm1-F135558d7cfe&pubhash=3sKtVYuYHa1vRjmnTmHMDBqcUyK1gCpaX18IB44a9844R85E5PDn1gjYDZmhPjCuhRKS PmgSA_DIUu4hJADliA ==  10.1007%2F978-0-387-09632-2_23.pdf <a href="#">Download</a>	<b>Quiz 9</b>
Th Feb 15 Thursday	Tier 1 Strategies: Token economy	Chapter 22 of Behavior Modification	<b>Quiz 10</b>
F Feb 16 Friday	<b>Article Summary 5</b>		
Week 7			
M Feb 19 Monday	<b>Presidents Day</b>		
T Feb 20 Tuesday	<b>Monday Instruction</b>		
Th Feb 22 Thursday	Tier 1 Strategies: Group Contingencies and Good Behavior Game	jaba00057-0109.pdf <a href="#">Download</a>	<b>Praise and OTR Observation</b>  <b>Quiz 11</b>

		1-s2.0-S0022440512000660-main.pdf__tid=67dfbefef0df-11e7-a119-00000aab0f02&acdnat=1515022977_43.pdf <a href="#">Download</a>	
F Feb 23 Friday	<b>Article Summary 6</b>		
Week 8			
T Feb 27 Tuesday	<b>Devotional: Elder S. Gifford Nielsen</b>  Tier 1 Strategies: Level System	fileDownload.php_fileId=29b7ad4b-KBIZ-oKQI-1c9A-QI2935176b75.pdf <a href="#">Download</a>  fileDownload.php_fileId=493e7903-0aQD-sB0I-gp6j-rl8f8e6ca63d.pdf <a href="#">Download</a>	<b>Quiz 12</b>  <b>FBA and BSP #1</b>
Th Mar 01 Thursday	Midterm		<b>Midterm Exam Opens</b>
F Mar 02 Friday	<b>Article Summary 7</b>		
Week 9			
T Mar 06 Tuesday	<b>Devotional: Julie Crockett, Engineering and Technology</b>  Introduction to Tier 2 Support  Tier 2 Strategies: Compliance training and high probability sequence	10.1007%2F978-0-387-09632-2_17(1).pdf <a href="#">Download</a>  10885536.pdf <a href="#">Download</a>	<b>Quiz 13</b>

		1534650110370714.pdf <a href="#">Download</a>	
W Mar 07 Wednesday			<b>Midterm Exam Closes</b>
Th Mar 08 Thursday			<b>Quiz 14</b>
F Mar 09 Friday	<b>Article Summary 8</b>		
Sa Mar 10 Saturday			
<b>Week 10</b>			
T Mar 13 Tuesday	<b>Devotional: Elder Ronald A. Rasband</b>  Tier 2 Strategies: Social skills instruction and behavioral skills training	1534650106286940.pdf <a href="#">Download</a>  001440290106700303.pdf <a href="#">Download</a>  viewcontent.cgi_article=1564&context=sped_facpub.pdf <a href="#">Download</a>	<b>Quiz 15</b>
Th Mar 15 Thursday	Tier 2 Strategies: Self-Management	Chapter 20 of Behavior Modification	<b>Social Skills Lesson Plan</b>  <b>Quiz 16</b>
F Mar 16 Friday	<b>No Classes</b>  <b>Article Summary 9</b>		
<b>Week 11</b>			
T Mar 20 Tuesday	<b>Devotional: Elder Kim B. Clark</b>  Tier 2 Strategies: Check-in-Check out	09362835.2012.694613_needAccess=true.pdf <a href="#">Download</a>	<b>Quiz 17</b>



	and behavioral contracts  Responding to problem behavior: Time-out, response cost, punishment and aversives.	1098300715595957.pdf <a href="#">Download</a>  Chapter 17 and 18 of Behavior Modification	
Th Mar 22 Thursday	Responding to problem behavior: Bullying within a schoolwide positive behavior support system	bullyprevention_ES1.pdf <a href="#">Download</a>  fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0-Ud727ba7691a.pdf <a href="#">Do wnload</a>	<b>Quiz 18</b>
F Mar 23 Friday	<b>Article Summary 10</b>		
Week 12			
T Mar 27 Tuesday	<b>Forum: Amy Cuddy, social psychologist, author and lecturer</b>  Introduction to Tier 3 Support	Go to this site and follow the links on points 1-8 of the advanced organizer. You should be fairly familiar with Tier 3 PBIS.  <a href="http://www.pbis.org/school/tier-3-supports">http://www.pbis.org/school/tier-3-supports</a>	<b>Quiz 19</b>
Th Mar 29 Thursday	Christian will be out of town.  Tier 3 Support: Managing the cycle of acting out in classroom (aggression cycle)		<b>Evidence Based Practice Identification</b>  <b>Quiz 20</b>
F Mar 30 Friday	<b>Article Summary 11</b>		
Week 13			

T Apr 03 Tuesday	<b>Devotional: Michael Dorff, Physical and Mathematical Sciences</b>  Tier 3 Support: Escape maintained problem behavior  Tier 3 Support: Attention/access maintained problem behavior		<b>Quiz 21</b>
Th Apr 05 Thursday	Tier 3 Support: Discrete trial training		<b>Self-Assessment Observation</b>  <b>Quiz 22</b>  <b>Extra Credit</b>
F Apr 06 Friday	<b>Article Summary 12</b>		
Week 14			
T Apr 10 Tuesday	<b>Devotional: Elder Neil L. Andersen</b>  Tier 3 Support: Functional Analysis		<b>Quiz 23</b>
Th Apr 12 Thursday	Taking care of yourself: Optimistic teaching and self- management		<b>Quiz 24</b>
F Apr 13 Friday	<b>Article Summary 13</b>		
Week 15			
T Apr 17 Tuesday	<b>Unforum</b>  Ethics		<b>Quiz 25</b>  <b>Continuum of positive consequences</b>

			<b>Continuum of reductive consequences</b>
Th Apr 19 Thursday	<b>Winter Exam Preparation (04/19/2018 - 04/19/2018)</b>  Exam Prep Day		<b>FBA and BSP #2</b>  <b>Behavior Change Project</b>  <b>Final Opens</b>  <b>Classroom Management Plan</b>  <b>Optimistic Teaching Project</b>
F Apr 20 Friday	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>  Final Exam:  341 MCKB  7:00pm - 10:00pm		
Week 16			
T Apr 24 Tuesday			
W Apr 25 Wednesday			