

# CPSE 443- Social/Behavioral Struggles Severe Disability:

Winter 2018 Section 001: 355 MCKB T/Th 9:00AM- 10:15AM

## Instructor/TA Info

### Instructor Information

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### TA Information

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## Course Information

### Description

**CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities  
355 MCKB on TTH from 9:00AM - 10:15PM**

Principles, procedures, and strategies for classroom behavior management, programming instruction, verbal and non-verbal assessment of social behavior, social skills development, and learning environment enhancement for students with severe disabilities. This is a required course for special education (severe) majors.

### Prerequisites

Admission to special education program; CPSE 403 or equivalent.

### Materials

[Behavior Modification](#) *required*

By MILTENBERGER, R

# Learning Outcomes

## **Adaptive behavior assessment**

- Demonstrate knowledge of adaptive behavior assessment.

## **FUBA**

- Describe the correct, ethical, and responsible use of Functional Behavior Assessment (FUBA) for students with severe disabilities.

## **Common environmental and personal barriers**

- Demonstrate knowledge of common environmental and personal barriers that hinder accessibility and acceptance of individuals with severe disabilities.

## **Sources of student services, networks, and organizations**

- Demonstrate knowledge of sources of unique services, networks, and organizations for students with severe disabilities.

## **Behaving and communicating among cultures**

- Demonstrate knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

## **Cultural perspectives**

- Demonstrate knowledge of cultural perspectives influencing relationships among families, schools, and communities as related to instruction.

## **Variations in belief, traditions, and values**

- Demonstrate knowledge of variations in belief, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

## **Coordinate activities**

- Demonstrate knowledge of how to coordinate activities of related services personnel to maximize direct instruction time for individuals with severe disabilities.

## **Theories of behavior problems**

- Demonstrate knowledge of theories of behavior problems in individuals with severe disabilities, including self-stimulation and self-injurious behavior.

## **Impact of multiple disabilities on behavior**

- Demonstrate knowledge of the impact of multiple disabilities on behavior.

## **Integration of functional and social training**

- Demonstrate knowledge of how to integrate functional and social skills training into the curriculum.

## 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

All assignments are due at the beginning of class unless otherwise stated in Learning Suite. Assignments that are submitted no later than one week after the deadline are worth up to 50% of the points earned. This applies to all situations unless specifically exempted by University policy. Assignments submitted more than one week after the posted deadline will not be accepted.

## Participation Policy

Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)

- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points.

## Attendance Policy

Students are expected to attend each class and be ON TIME. Attendance will be taken during each class. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Please email me before class to let me know you will not be in class.

## Assignments

### Assignment Descriptions

#### *Study Guide 1, Ch. 15*

Jan

16

Due: Tuesday, Jan 16 at 9:00 am

#### *Study Guide 2, Ch. 16*

Jan

18

Due: Thursday, Jan 18 at 9:00 am

**Study Guide 3, Ch. 24**

Jan

23

Due: Tuesday, Jan 23 at 9:00 am

**Article Summary 1, Gresham & Gresham**

Jan

30

Due: Tuesday, Jan 30 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

**Study Guide 5, Ch. 22**

Feb

01

Due: Thursday, Feb 01 at 9:00 am

**AFIRM DTT Module**

Feb

13

Due: Tuesday, Feb 13 at 9:00 am

Complete the AFIRM Module on DTT

Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/discrete-trial-training>

Upload your certificate to LS

## **DTT Lesson Plan**

Feb

15

Due: Thursday, Feb 15 at 11:59 pm

Write a program description for a discrete trial activity using the following template  
Model DTT - Template.docx [Download](#)

Film a brief 2min video (must include at least 10 trials and one error correction) of you using your program with a peer in the program or another adult. Upload it to google drive or box.com and include the video link with your DTT program outline.

### **Observation 1**

Feb

15

Due: Thursday, Feb 15 at 11:59 pm

### **Observation 2**

Feb

27

Due: Tuesday, Feb 27 at 9:00 am

### **Article Summary 2, Kuhn et al.**

Feb

27

Due: Tuesday, Feb 27 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

## **Utah CEC**

**Feb**

**27**

Due: Tuesday, Feb 27 at 11:59 pm

Students who attended Utah CEC, the national CEC conference, the Literacy Promise Conference, or 2 of the activities listed below (pulled from the McKay school calendar) are invited to submit a writeup (see requirements below) for extra credit.

- Cluff Lecture
- Mentored Research Conference (must present)
- ComD invited lecturer
- Dinner with a principal

Please list and describe all sessions you attended. Include a description of how the sessions you attended expanded your understanding of the learning outcomes of this course.

Standard formatting. No longer than 1-page.

## **Midcourse Evaluation**

**Feb**

**28**

Due: Wednesday, Feb 28 at 9:00 am

## **Midterm**

**Mar**

**06**

Due: Tuesday, Mar 06 at 9:00 am

The midterm consists of a mix of T/F, multiple choice, and short answer questions. Please plan for 2 hours to complete the exam. You will not be able to close and save the exam. It must be completed in a single sitting.

## **Lesson Plan on Social Skills**

**Mar**

**08**

Due: Thursday, Mar 08 at 9:00 am

Complete the social skills lesson plan

Write up a description of how you would use this lesson as part of a larger curriculum to teach social competence. How will you teach these skills to fluency? How will you program for generalization? 2. Social Skills Lesson Plan Template.docx [Download](#)

### **Study Guide 8, Ch. 17**

Mar

13

Due: Tuesday, Mar 13 at 9:00 am

You are a teacher at a new school in Mineville Utah. Your principal says that there are a number of incoming students with significant behaviors. A part of the plan is to build a time out room in the gym area where students can see who is being disciplined. The school board felt that a time out room should be for shaming students who have done wrong and that students should be able to see who is in the timeout room. Please write a response email to your principal that he can read to the school board. Your principal doesn't like the plan either. In your response, please reference something from your textbook. Also, please provide an alternative. Be persuasive.

### **Observation 3**

Mar

13

Due: Tuesday, Mar 13 at 9:00 am

### **Article Summary 3, Schreibman et al.,**

Mar

15

Due: Thursday, Mar 15 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

### **Study Guide 9, Ch. 20**

Mar

20

Due: Tuesday, Mar 20 at 9:00 am

Study Guide 9 2017.docx [Download](#)

### **Article Summary 5, Mortweet et al.**

Mar

22

Due: Thursday, Mar 22 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

### **Article Summary 4, Carr & Durand, 1985**

Mar

27

Due: Tuesday, Mar 27 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

### **Article Summary 6, Ross & Horner 2009**

Mar

29

Due: Thursday, Mar 29 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers
- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

### **Observation 4**

Mar

29

Due: Thursday, Mar 29 at 9:00 am

### **Study Guide 4, Ch. 23**

Apr

03

Due: Tuesday, Apr 03 at 9:00 am

### **Study Guide 7, Ch. 19**

Apr

05

Due: Thursday, Apr 05 at 9:00 am

1. Why is generalization important for students with severe disabilities?
2. Explain the concept of training multiple stimulus exemplars. Give an example of how you might do this using DTT.

Please write three takeaway points from this chapter

### **Parent Interview**

Apr

10

Due: Tuesday, Apr 10 at 11:59 pm

- Download the document – Getting Started with the Verbal Behavior Approach
- Conduct an interview with a parent with a child with a severe disability using the Verbal Behavior Assessment Form on p. 111
- Writeup a short 1-2 pg. summary of your findings that includes
  - The strengths of the child
  - 1-2 key deficits in their VB
  - 1-2 recommendations for services

### **Staff Training Presentation**

Apr

12

Due: Thursday, Apr 12 at 11:59 pm

#### **Instructions for Staff Training Presentation**

1. Select one of the behavior management strategies from the Least Restrictive Behavior Interventions manual.
2. Develop a 15 min presentation for your classmates (assume they are colleagues in your school who need to use this strategy with your student(s)) that includes the following:

- Rationale for behavior management strategy (why it is important)
- A task analysis of the steps to using the procedure/skill
- Program opportunities for guided practice of the skill using examples and non-examples
- Independent practice of the skill
- Describe how you will monitor progress for the skills (including opportunities for self-evaluation)

### Grading rubric

Each component of the presentation is worth 2 points. If you are presenting with more than one person, each person will receive an independent score on the assignment. Therefore, each person must participate in each component of the presentation to receive full points.

Component	0	1	2
Rationale	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Information about the utility of the practice is shared, but it lacks supporting evidence, is not specific, contains grammatical errors, fails to consider ethical issues, etc.	<i>Fully developed.</i> A strong case is made for using the procedure based on data (empirical evidence supporting the use of the practice), case studies, and/or logic. The benefits of the procedure for school stakeholders are presented, ethical issues considered, and the limits of the use of the procedure defined.
Modeling	<i>Missing or incorrect.</i>	<i>Partially developed.</i> The task analysis is incomplete or overly complicated. The key features of the procedure are inaccurately portrayed in models or the modeling lacks detail.	The model(s) is consistent with the task analysis. Multiple Examples and non-examples are provided across multiple contexts/situations.
Practice	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Unclear instructions are provided or the model did not specify specific skills. Feedback is not specific.	<i>Fully developed.</i> Your peers are actively involved in the presentation and have multiple opportunities to practice or discuss the skill/procedure with appropriate feedback.
Evaluation	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Data collection procedures are mentioned but not clearly described or practiced.	<i>Fully developed.</i> Your peers practice collecting data on the use of the practice and participate in self-evaluation.
Clarity	The presentation was <i>poorly delivered, ill-developed, and/or confusing.</i>	<i>Partially developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.	<i>Fully developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.

## 443 Final Exam

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

This exam is closed book. You will answer approximately 65 questions in 3 hours or less. Questions will include multiple choice, true/false, and short answer.

## Classroom Management Plan

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

## Point Breakdown

Categories	Percent of Grade
Exams	50.59%
Study Guides	11.76%
Article Summaries	14.12%
Observations	4.71%
Final Project	16.47%
Lesson Plans	2.35%
Extra Credit	0%

## 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 & Standards	Readings & Assignments
Week 1		
T Jan 09 Tuesday	<b>Devotional: President and Sister Worthen</b>  Course Introduction, Assignments	<a href="#">443 Prayer &amp; Spiritual Thought Sign-up</a>
Th Jan 11 Thursday	<b>Adam S. Miller, 'Letters to a Young Mormon' Unplugged</b>  MTSS Overview	<b>Read:</b> Bogus Science.pdf <a href="#">Download</a> <b>View:</b> <a href="#">UMTSS Overview Module</a>
Week 2		
M Jan 15 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 16 Tuesday	<b>Devotional: Elder LeGrand R. Curtis, Jr.</b>  Differential Reinforcement  Come to class prepared with specific examples of DRA, DRO, and DRI	<b>Read:</b> Behavior Modification Ch. 15 <b>Study Guide 1, Ch. 15</b>
Th Jan 18 Thursday	Antecedent Interventions	<b>Read:</b> Behavior Modification Ch. 16 <b>Study Guide 2, Ch. 16</b>
Week 3		
T Jan 23 Tuesday	<b>Forum: Sister Sharon Eubank</b>  Scheduling, Routines, and Environmental Arrangement	<b>Study Guide 3, Ch. 24</b>  <b>Read:</b> Behavior Modification Ch. 24
Th Jan 25 Thursday	Rules and Expectations	<b>Read:</b> LRBI Manual III-IV (pp. 19-38) <b>Review:</b> <a href="http://www.pbis.org/school/tier1supports">http://www.pbis.org/school/tier1supports</a> Spriggs, A. D., Mims, P. J., Dijk, W. V., & Knight, V. F. (2017). Examination of the Evidence Base for Using Visual Activity Schedules With Students With Intellectual Disability, <i>The Journal</i>

		<i>of Special Education</i> , 51(1), 14-26. <a href="https://doi.org/10.1177/0022466916658483">https://doi.org/10.1177/0022466916658483</a>
Week 4		
T Jan 30 Tuesday	<b>Devotional: Ben Ogles, Family, Home, and Social Sciences</b>  Group Contingencies	<b>Read:</b> Gresham & Gresham 1982 <b>Read:</b> Tingstrom, D. H., Sterling-Turner, H. E., & Wilczynski, S. M. (2006). The good behavior game: 1969-2002. <i>Behavior Modification</i> , 30(2), 225-253. <a href="https://doi.org/10.1177/0145445503261165">doi:10.1177/0145445503261165</a> <b>Article Summary 1, Gresham &amp; Gresham</b>
Th Feb 01 Thursday	Token Economy	<b>Read:</b> Behavior Modification Ch. 22 <b>Study Guide 5, Ch. 22</b>
Week 5		
T Feb 06 Tuesday	<b>BYU Dance Devotional</b>  Discrete Trial Teaching NO CLASS	<a href="#">Chapter 10: ABA &amp; Discrete Trial Training</a> <b>Read:</b> Introduction to ABA/DTT pgs. 311-325; Features of ABA/DTT pgs. 330-334
Th Feb 08 Thursday	Discrete Trial Teaching NO CLASS	<b>Watch:</b> <a href="#">Using Prompts in DTT &amp; Reinforcement Strategies</a> <b>Complete:</b> Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <a href="http://afirm.fpg.unc.edu/discrete-trial-training">http://afirm.fpg.unc.edu/discrete-trial-training</a>  - Upload certificate to learning suite
Week 6		
T Feb 13 Tuesday	<b>Forum: Dhanurjay “DJ” Patil, former US Chief Data Scientist</b>  Discrete Trial Teaching Incidental Teaching	<b>Read:</b> BeyondDTT.pdf <a href="#">Download</a> <b>AFIRM DTT Module</b>
Th Feb 15 Thursday	NO CLASS  Submit DTT Lesson Plan and video	<b>Observation 1</b>  <b>DTT Lesson Plan</b>

Week 7		
M Feb 19 Monday	<b>Presidents Day</b>	
T Feb 20 Tuesday	<b>Monday Instruction</b> NO CLASS	
Th Feb 22 Thursday	Social Skills Instruction Redirecting, Cueing, & Precision Requests	<b>Read:</b> Getting More From Social Skills.pdf <a href="#">Download</a> <b>Read:</b> Precision Commands_LRBI.pdf <a href="#">Download</a> <b>Read:</b> Precision Requests.pdf <a href="#">Download</a>
Week 8		
T Feb 27 Tuesday	<b>Devotional: Elder S. Gifford Nielsen</b> Staff and Parent Training	<b>Read:</b> Kuhn et al. 2003 <b>Article Summary 2, Kuhn et al.</b> <b>Observation 2</b> <b>Midterm Opens</b> <b>Utah CEC</b>
W Feb 28 Wednesday		<b>Midcourse Evaluation</b>
Th Mar 01 Thursday	Midterm Exam and Evaluation  ** We will not meet together on this day. Use the time to complete your midterm.	
Week 9		
T Mar 06 Tuesday	<b>Devotional: Julie Crockett, Engineering and Technology</b> Ethical Obligation for Behavior Management	<b>Read:</b> Behavior Modification Ch. 18 <b>Midterm Closes</b>
Th Mar 08 Thursday	Punishment and Aversives	<b>Read:</b> Hands Off - Teaching Case  <b>Lesson Plan on Social Skills</b>

Week 10		
T Mar 13 Tuesday	<b>Devotional: Elder Ronald A. Rasband</b>  Time Out	<b>Observation 3</b> <b>Study Guide 8, Ch. 17</b>  <b>Read:</b> Behavior Modification Ch. 17 p. 353-364
Th Mar 15 Thursday	Check-In / Check-Out and Video Modeling	<b>Article Summary 3, Schriebman et al.,</b>  <b>Read:</b> Schriebman et al. 2000
Week 11		
T Mar 20 Tuesday	<b>Devotional: Elder Kim B. Clark</b>  Self-Management	<b>Read:</b> Behavior Modification Ch. 20 <b>Study Guide 9, Ch. 20</b>
Th Mar 22 Thursday	Peer Tutoring	<b>Article Summary 5, Mortweet et al.</b>  <b>Read:</b> Mortweet et al. 1999
Week 12		
T Mar 27 Tuesday	<b>Forum: Amy Cuddy, social psychologist, author and lecturer</b>  Functional Communication Training	<b>Read:</b> Carr & Durand 1985 <b>Article Summary 4, Carr &amp; Durand, 1985</b>

<p>Th Mar 29 Thursday</p>	<p>Bullying</p> <p>NO CLASS Today - See the expanded set of activities we will be doing for the day.</p> <p>APBS Conference</p>	<p><b>Observation 4</b></p> <p><b>Article Summary 6, Ross &amp; Horner 2009</b></p> <p><b>Read:</b> Ross &amp; Horner 2009  <b>Read:</b> Ross, Sabey, Lund, &amp; Charlton, 2017 p. 23-26 - Ross et al 2017 book chapter.pdf <a href="#">Download</a>  <i>Choose your own adventure - select option 1 or 2:</i></p> <ol style="list-style-type: none"> <li>Review the following websites and compare/contrast their approach to bullying: <ul style="list-style-type: none"> <li><a href="http://www.standforcourage.org">http://www.standforcourage.org</a></li> <li><a href="http://www.thebullyproject.com">http://www.thebullyproject.com</a></li> <li><a href="http://www.stopbullying.gov">www.stopbullying.gov</a></li> </ul> <p>Which of these resources would you use to help your students and why?</p> </li> <li>Watch either Cyberbully (Netflix) or <a href="#">Bully</a> <ul style="list-style-type: none"> <li>Review the following discussion guide and choose an approach to discussing bullying with your students. Why did you choose this particular approach?</li> <li>Discussion_Strategies.pdf <a href="#">Download</a> (<i>note: This file was designed to be used with Bully, but the strategies are universal. Choose one that makes sense for your students if they were to view Cyberbully or Bully</i>)</li> </ul> </li> </ol>
<p>Week 13</p>		
<p>T Apr 03 Tuesday</p>	<p><b>Devotional: Michael Dorff, Physical and Mathematical Sciences</b></p> <p>Behavior Contracting</p>	<p><b>Read:</b> Behavior Modification Ch. 23  <b>Study Guide 4, Ch. 23</b></p>
<p>Th Apr 05 Thursday</p>	<p>Generalization</p>	<p><b>Read:</b> Behavior Modification Ch. 19  <b>Study Guide 7, Ch. 19</b></p>
<p>Week 14</p>		
<p>T Apr 10 Tuesday</p>	<p><b>Devotional: Elder Neil L. Andersen</b></p> <p>Challenging Behavior Related to Child &amp; Adolescent Development</p>	<p><b>Parent Interview</b></p> <p><b>Read:</b> LRBI Manual p. 57-61</p>

Th Apr 12 Thursday	Presentations	<b>Staff Training Presentation</b>
Week 15		
T Apr 17 Tuesday	<b>Unforum</b> Presentations	<b>443 Final Exam</b>
Th Apr 19 Thursday	<b>Winter Exam Preparation (04/19/2018 - 04/19/2018)</b>	
F Apr 20 Friday	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>  Final Exam: 355 MCKB 7:00am - 10:00am	