

Instructor/TA Info

Instructor Information

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Course Information

School Psychology PRAXIS competencies

Data Based Decision Making and Accountability

1. Problem identification

a. Knows interview strategies

b. Knows various observational strategies

c. Understands appropriate use of background information (e.g. student records, medical records and reports, review of previous interventions, developmental history)

d. Understands appropriate use and interpretation of screening measures and methods

2. Assessment and problem analysis

f. Knows appropriate use and interpretation of a functional behavioral assessment

i. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics).

j. Knows how to use information and technology resources to enhance data collection.

k. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g. intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes).

3. Knowledge of measurement theory and principles

e. Is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures.

4. Assessment of special populations

c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments).

Consultation and Collaboration

1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services

a. Knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services

b. Knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational)

c. Knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)

2. Home/school/community collaboration (student level)

a. Knows strategies for working with a student's family (e.g. building relationships, collaborating on intervention plans, promoting habits such as building healthy lifestyles)

b. Knows strategies for working with community agencies/providers to support student's success

Direct and Indirect Services for Children, Families, and Schools (Student-level services)

A. Interventions and Mental Health Services to Develop Social and Life Skills

1. Primary, secondary, and tertiary preventive strategies

- a. Is familiar with common classroom organization and management techniques (e.g. time management, classroom rules, physical environment)
- b. Knows how to conduct individual and small-group programs (e.g., social skills, training, conflict resolution)
- c. Is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues

2. School-based intervention skills/techniques

- b. Knows about appropriate intervention techniques for various developmental levels
- c. Understands applied behavioral analysis and intervention

Systems Level Services

Preventive and Responsive Services

1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)

Foundations of School Psychological Service Delivery

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender, or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.
2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners
3. Recognizes the personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students
4. Recognizes the importance of promoting fairness and social justice in educational programs and services

Legal, ethical and professional practice

2. Legal issues related to the practice of school psychology

- c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)
- c. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

Best Practices for Positive Behavior Intervention and Support (PBIS) - NASP

Best Practices for Creating Safe and Successful Schools (Available online at:

<https://www.nasponline.org/schoolsafetyframework>)

- 1 Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
- 2 Implement a MTSS that encompasses prevention, wellness promotion, and interventions that increase with intensity based on student need, and promote close school community collaboration.
- 3 Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school community partnerships into existing school initiatives.
- 4 Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans
 - (a) are relevant to the school context,
 - (b) reinforce learning,

- (c) make maximum use of existing staff resources,
- (d) facilitate effective threat assessment, and
- (d) are consistently reviewed and practiced.

5 Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.

6 Employ effective, positive school discipline that

- (a) functions in concert with efforts to address school safety and climate;
- (b) is not simply punitive (e.g., zero tolerance);
- (c) is clear, consistent, and equitable; and

(d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline. (For further information with regards to school-to-prison pipeline refer to Discipline Procedures section of this document.)

7 Consider the context of each school and LEA and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.

8 Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline ^{SEP}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
(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.

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

- **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.
- **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

- **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.
- **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

- **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.

- **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.
- **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

- **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.
- **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.
- **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.

Description

This course is designed to prepare

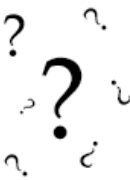
- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others (with no prior formal behavioral training)

who work with children and developmentally disabled adults to perform

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

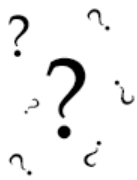
in practicum and other applied settings at a level commensurate with first year, basic training for a Board Certified Behavior Analyst (BCBA).

Materials

	Item	Price (new)	Price (used)
	<u>APPLIED BEHAVIOR ANALYSIS 2E - Required</u> by COOPER, J	193.00	144.75

Choose 1 of the following options:

Option 1: 1 Item



FUNCTIONAL ASSESSMENT PROG DEV PROBLEM

184.00

138.00

BEHAVIOR 3E - Optional

by O'NEILL, R

OR *Option 2: 1 Item*



FUNC ASSESSMENT & PROG DEV 2E - Optional

113.00

84.75

by ONEILL, R

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. Undergraduate courses in behavior are offered through CPSE department.

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%
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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. Professionalism in presentation of oral and written material is always among the competency criteria. 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. This means that grades in earlier assignments will likely be lower and will increase as students gain competencies and professionalism. 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) if they are turned in at least a week prior to the deadline.

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 for behavioral change in 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.

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 \(http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5587&page=docs\)](http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5587&page=docs) 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.

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.

Assignments

Assignment Descriptions

Restraint and Seclusion Video

Sep
06

Due: Wednesday, Sep 06 at 11:59 pm

Watch the Restraint and Seclusion video posted under "Content"

Observations in Kindergarten and Pre-School

Sep
20

Due: Wednesday, Sep 20 at 11:59 pm

ABC Observation and On-Task Observation:

(1) Complete an ABC observation of one student in the Pre-school class at BYU (JFSB 1100). Observe for at least 15 min. in the booth, not the classroom. If the class goes outside, you may observe at recess, but you must stay up against the east wall and not interact, and you access the playground through the central doors, not the classroom doors.

(2) Complete a 15-minute On-Task Observation in the Kindergarten class (again, from the booth) at BYU or your own classroom.

(3) Write a one paragraph summary of your behavioral observations (See examples below). 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.

two paragraphs -- one for each observation. Each paragraph will summarize the observation, with the On-Task paragraph summarizing the data collected on on-task rates for the target individual, the same gender class average, etc. The following samples are real student write-ups, so are not perfect, but were the highest scoring examples in their class. Neither has the benefit of 2 on-task observations, which you have. I expect you to

discuss both observations and interpret what you observed based on the different samples. You can average them if you like as long as you report both observations individually. You don't have to average, especially if you think it would not be meaning ful.

Behavior Observation Write Up #2.docx [Download \(plugins/Upload/fileDownload.php?fileId=17206d73-D8pE-LpOc-mb6h-Mw68bcbf28ce&pubhash=cxMmp8kkIsoCUtWj5wflRP7EgUj7jPmet9r8q1iOlaKbjSCvTk8jjL-20h37Yus47jMp0q7NNue1saDZzbcgGQ==\)](https://www.dropbox.com/s/17206d73-D8pE-LpOc-mb6h-Mw68bcbf28ce&pubhash=cxMmp8kkIsoCUtWj5wflRP7EgUj7jPmet9r8q1iOlaKbjSCvTk8jjL-20h37Yus47jMp0q7NNue1saDZzbcgGQ==)

Behavior Observation Write Up Sample.docx [Download \(plugins/Upload/fileDownload.php?fileId=c918f775-PIO6-Utcr-1hI5-uc26b956fa84&pubhash=J1IMwPuzcDSM4RTspE3u0e7E2_nnF7nelqCDAhbQUiQ9KYIPSILIZw_sK8u-Hh0_-JfDafiXG4LnP9447hd2A==\)](https://www.dropbox.com/s/c918f775-PIO6-Utcr-1hI5-uc26b956fa84&pubhash=J1IMwPuzcDSM4RTspE3u0e7E2_nnF7nelqCDAhbQUiQ9KYIPSILIZw_sK8u-Hh0_-JfDafiXG4LnP9447hd2A==)

Parent Consent Form

Sep
27

Due: Wednesday, Sep 27 at 11:59 pm

Education Revolution at Somersworth HS

Oct
04

Due: Wednesday, Oct 04 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> (<http://vimeo.com/43931632>)

Case consultation @FBA

Oct
04

Due: Wednesday, Oct 04 at 11:59 pm

You will receive these points after you have met with me to discuss your case, usually while you are in the process of your FBA.

Functional Behavioral Assessment

Oct
04

Due: Wednesday, Oct 04 at 11:59 pm

- Complete a FBA (including FAI interview and FAO observation data) to turn in for feedback. Use the formats discussed in class and illustrated in the O'Neill text. Be sure to include frequency and severity data.
- Rate your FBA according to the TATE framework (found on *Functional Assessment Resources* Content Page)
- Turn in your preliminary data and interpretation of the Functional Behavior Assessment, including your hypothesis statement

Behavioral Intervention Plan

Oct
11

Due: Wednesday, Oct 11 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.

Turn in the TATE form, rating your BIP form completeness and detail. Make sure you begin your BIP with the hypothesis statement from the FBA (and identified as such). Also, list references to give evidence for the effectiveness and appropriateness of the intervention you have chosen. The plan MUST have an antecedent strategy listed along with any other strategy.

The plan must identify WHO will be implementing each element of the BIP, including data collection. The plan must include a crisis plan (what to do if everything goes wrong) and a generalization plan.

Report topic of literature review

Oct
18

Due: Wednesday, Oct 18 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.

Mid Term Exam

Nov
01

Due: Wednesday, Nov 01 at 4:00 pm

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

Race to Nowhere

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

this film has been taken off Netflix, but the library ordered a copy for checkout. Extra credit for watching and writing a brief summary

Progress Monitoring Data Due

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

Turn in a graph with your baseline data and the first few progress monitoring data.

Erik Carter Videos

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

Watch one of the Erik Carter videos and submit a paragraph summary and/or review. Dr. Carter will be returning to BYU as the Marjorie Pay Hinckley Scholar on Feb. 8, 2018. (See Videos under content).

Case presentation in class discussion (dates may vary)

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

You will be presenting your behavioral case study to the class as if in group supervision. Plan on a 10-minute oral presentation with just a few slides. You will be expected to cover the following;

- 1- background on the case and client (2 min.)
- 2- FBA results (1-2 min.)

3- BIP -- including a brief summary of your lit review and why you chose this particular intervention (2-3 min.)

4- Baseline and intervention graph (slide) 1 min.

5 - Discussion of why it did or did not work and Q's (2 min.)

If you are able to send me your slides in advance, lovely. If not, we just need to be efficient in getting them switched out to the next speaker during the discussion minutes.

Course Evaluation

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

A to Z of praise for a job well done

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

URLEND seminar attendance

Dec
14

Due: Thursday, Dec 14 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.

Article 2

Dec
20

Due: Wednesday, Dec 20 at 11:59 pm

Final Exam

Dec
20

Due: Wednesday, Dec 20 at 11:59 pm

Applied behavioral principles (ABA text) and evidence based interventions

Review of Evidence Based Intervention

Dec
20

Due: Wednesday, Dec 20 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.
- YOU should also clearly tie your selected intervention and its effectiveness or lack thereof to behavioral principles.
- Attach the original articles to your paper.
- Use APA format. Intro/Methods/Discussion/Results (IMDR) organization.
- Length: 10-15 pages.

Behavioral Case Study

Dec
20

Due: Wednesday, Dec 20 at 11:59 pm

The project will be evaluated according to the NASP case study rubric. YOU MUST ATTACH YOUR OWN EVALUATION OF YOUR CASE ACCORDING TO THE RUBRIC AT THE END OF YOUR CASE STUDY. COPY AND PASTE THE RUBRIC TABLE AS THE LAST FEW PAGES OF YOUR CASE AND ENTER YOUR OWN COMMENTS ON HOW WELL YOU DID ACCORDING TO EACH CATEGORY.

Must have :

3 baseline data points

FBA (you turn this in prior to the case study, but must detail the results in your case study)

BIP (you turn this in prior to the case study, but must detail the plan in your case study)

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.

Article 3

Dec
20

Due: Wednesday, Dec 20 at 11:59 pm

Article 1

Dec
20

Due: Wednesday, Dec 20 at 11:59 pm

University Policies

Sexual harassment

Responding to and Reporting 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, you have several options of how to report or voice your concerns. You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; contact BYU's Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct: <https://policy.byu.edu/view/index.php?p=155> (<https://policy.byu.edu/view/index.php?p=155>)

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; tiffany_turley@byu.edu

NOTE: Another option, is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: lisa_leavitt@byu.edu; advocate@byu.edu; or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

Understanding Services for Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/> (<https://uac.byu.edu/>)]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or 801-422-5895. You can also visit their offices in the ASB: D-282, D-292, D-240C.

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

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 or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<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.

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.

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.

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

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) 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>).

Child Abuse Reporting

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline ^[1]_{SEP} **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
(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.

Schedule

Date	Topics and Due Dates	ABA readings	Competencies	O'Neill and other readings	4th Ed. Task List
Week 1					

<p>W Sep 06 Wednesday</p>	<p>Overview of behavioral change with children and adolescents (Barkley Defiant Children and Defiant Teens)</p> <p>Watch Restraint and Seclusion under Content and Videos</p> <p>Download Utah LRBI manual</p> <p>Restraint and Seclusion Video</p>	<p>ABA Cooper Chap 1 & 2 Def. & Characteristics of ABA, Basic Concepts (Review)</p> <p>Chap 3 & 4 Selecting and Def. Target Behx and Measuring Behx</p>	<p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>	<p>Good Classroom Management (LRBI manual pages 27 - 37)</p> <p>LRBI manual Emergency procedures, page 57 - 61 and page 111 - 113.</p>	<p>A01 - A07 Measure Frequency, Rate, Duration, Latency, IRT, & of Occurrence, Trials to Criterion</p> <p>I-01, I-02 Define behx and environmental variables in observable and measurable terms.</p> <p>H-01 Select measurement system to obtain representative data given dimensions and logistics</p> <p>I-07 Design and conduct preference assessments</p>
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Week 2

<p>W Sep 13 Wednesday</p>	<p>Ethical considerations in behavioral assessment and intervention.</p> <p>Introduction to Functional Behavior Analysis</p>	<p>ABA Cooper Text Chap. 24 Functional Behavior Assessment</p> <p>ABA Cooper Chap 29 Ethical Considerations</p>	<p>Domain 1: Data</p> <p>Domain 10: Ethical and Legal</p>	<p>O'Neill Chap. 1 & 2 Introduction and Functional Assessment and Analysis Strategies</p>	<p>I - 03, I - 04, I - 05 Design and implement individualized behx assessment procedures and full range of functional assessment procedures. Organize, analyze, and interpret observed data.</p> <p>H-02 – H05 Select schedule of observation and recording periods, and data to communicate, evaluate changes in level, trend, variability, eval. Temporal relations between observed variables.</p> <p>E-03 Use instructions and rules</p> <p>Review of BACB Disciplinary & Ethical Standards & Disciplinary Procedures</p>
<p>Week 3</p>					

W Sep 20 Wednesday	<p>Data Reporting</p> <p>Functions of Behavior</p> <p>Observations in Kindergarten and Pre-School</p>	<p>ABA Cooper text Chap. 5 & 6 Improving and Assessing the Quality of Behavioral Measurement and Constructing and Interpreting Graphic Displays of Behavioral Data</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 1: Data</p>	<p>O'Neill Chap. 3 Linking the Function of the Behavior to the Intervention</p> <p>LRBI Technical Assistance Manual</p> <p>Page 7 Prevention of Conduct Problems</p> <p>Page 13-14 Training and Evaluation and Reporting</p> <p>Page 21-26 MTSS and PBIS</p> <p>Page 39 -42 Data Based Decision Making</p>	<p>A 8 – A 14 IOA, Accuracy & Reliability. Design, Plot, and interpret equal-interval, cumulative data, continuous and discontinuous measurement and choice measures.</p> <p>G-01 – G – 08</p> <p>Review records, consider variables, conduct assessment, describe in non-technical language, provide BA services in collaboration, within one's limits, and make environmental changes to reduce need for BA services.</p>
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Week 4

W Sep 27 Wednesday	<p>Behavior Intervention Plans - Bring an example from your school district (or O'Neill book if not placed in a school).</p> <p>Watch Education Revolution video (under Content: Videos)</p> <p>Parent Consent Form</p>	<p>ABA Chap. 7: Analyzing Behavior Change: Basic Assumptions and Strategies</p> <p>ABA Chap. 8: Reversal and Alternating Treatments Designs</p>		<p>O'Neill Chap. 5 Writing Behavior Support Plans</p> <p>O'Neill Chap. 4 Building Behavior Support Plans</p>	
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Week 5

<p>W Oct 04 Wednesday</p>	<p>Antecedent Control Module 4</p> <p>Education Revolution at Somersworth HS</p> <p>FBA FOR CASE STUDY DUE</p> <p>Functional Behavioral Assessment Case consultation @FBA</p>	<p>ABA Cooper Chap. 16 & 17 Motivating Operations and Stimulus Control</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>	<p>2 Articles on Setting Events (Content:Articles -- Optional)</p>	<p>D-09 – D-14 Use verbal operants, echoic, mand, and tact training, intraverbal training, and listener training.</p>
<p>Week 6</p>					

<p>W Oct 11 Wednesday</p>	<p>Positive and Negative Reinforcement Module 6 Schedules of Reinforcement Discussion of Kohn's views on reinforcement and counterpoint by Chance Review for Midterm</p> <p>Behavioral Intervention Plan</p>	<p>ABA Cooper Chap. 13 Schedules of Reinforcement ABA Cooper text Chap. 11 Positive Reinforcement ABA Cooper Chap. 12 Negative Reinforcement</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p>	<p>Read A Conversation with Alfie Kohn and Paul Chance's Sticking Up for Rewards, both available in the Content section under "Behavior Controversies."</p>	<p>D-02 Use appropriate parameters and schedules of reinf. D-20 – Use response-dependent (time-based_ schedules of reinf. (NCR) B-01 – B03 Use dimensions of ABA to eval. Whether interventions are behavior analytic. B-10 – B-11 Conduct component and parametric analysis to determine effective components and values of intervention packages and variables. E-08 Use the matching law and recognize factors influencing choice. J-01 – J-15 See Behavior Case Description for details. D-01 Use positive and negative reinf. C-01 State and plan for possible unwanted effects of reinforcement. E- 9 - E-12, High probability request sequence Premack principle, pairing procedures, errorless learning</p>
<p>Week 7</p>					

<p>W Oct 18 Wednesday</p>	<p>Report topic of literature review</p> <p>Verbal Behaviors</p> <p>Module 5</p> <p>THIS SESSION WILL BE CANCELLED -- 20% ABSENTEE RATE REPORTED FOR UEA FALL BREAK. VERBAL BEHAVIOR LECTURE TBA, STAY TUNED</p>	<p>ABA Chapter 5: Verbal Behaviors</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 2: Consultation and Collaboration</p> <p>Domain 5: School wide</p> <p>Domain 6: Preventative and Responsive</p> <p>Domain 7: Family Collaboration</p>		<p>E – 01 Use interventions based on manipulation of antecedents, MO, and DS.</p> <p>E-02 Use discrimination training procedures.</p> <p>E-06 Use stimulus equivalence procedures.</p> <p>E-13 Use matching-to-sample procedures.</p>
<p>Week 8</p>					
<p>W Oct 25 Wednesday</p>	<p>Single Subject Design and Progress Monitoring</p> <p>Module 7</p> <p>Review for Midterm</p> <p>BEHAVIOR INTERVENTION PLAN DUE</p> <p>Midterm Opens - Closes before Class on Nov.1</p>	<p>ABA Cooper Chap. 9-10 Multiple Baseline and Changing Criterion Designs</p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>		<p>B-04 – B09 Use withdrawal-reversal, alternating tx, changing criterion, multiple baseline, multiple probe, and combination of design elements.</p>
<p>Week 9</p>					

W Nov 01 Wednesday	<p>Sleep Behavioral Medicine</p> <p>Module 8</p> <p>Midterm closes when class begins.</p> <p>Race to Nowhere</p>	<p>Select one adult sleep and one child sleep resource to read or watch (see Sleep Behavioral Medicine under Content) --</p> <p>Accumulate at least 90 minutes of video and 90 minutes of reading. One of the films is on Netflix, so let me know if you don't have a Netflix account.</p>	<p>Domain 1: Data</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p>		
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Week 10

W Nov 08 Wednesday	<p>Time out</p> <p>Punishment</p> <p>Module 9</p> <p>Alternatives to Punishment</p> <p>Turn in progress monitoring data, including baseline data collection.</p> <p>Progress Monitoring Data Due</p> <p>VERBAL BEHAVIOR GUEST LECTURE --</p> <p>VERBAL BEHAVIOR, BLAKE Read</p> <p>Module 5 to prepare</p>	<p>ABA Cooper Chap 21-23</p> <p>Extinction, Differential Reinforcement, and Antecedent Interventions</p> <p>ABA Cooper Chap. 14-15</p> <p>Punishment by Stimulus Presentation and Punishment by Removal of a Stimulus</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 5: School wide</p> <p>Domain 6: Preventative and Responsive</p> <p>Domain 7: Family Collaboration</p>		<p>D-15 – D-19 – Identify punishers, use +/- punishment, appropriate parameters and schedules of punishment, extinction, and comb. reinf. w/ punishment & extinction</p> <p>D-21 – Use differential reinf.</p> <p>C-02, C-03 State and plan for possible unwanted effects of punishment, extinction.</p> <p>E-07 Plan for behavioral contrast effects</p>
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Week 11

W Nov 15 Wednesday	Behavioral Change Module 10	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 Domain 2: Consultation and Collaboration		D-03 – D-08 Use Prompts, fading, modeling, imitation training, shaping, chaining, task analyses, and discrete-trial and free-operant arrangements.
Week 12					
T Nov 21 Tuesday	Friday Instruction				
W Nov 22 Wednesday	No Classes	Thanksgiving Break			
Week 13					

W Nov 29 Wednesday	Contingency Interventions and Self-Monitoring Module 11 Generalization ABA and Autism	ABA Cooper Chap. 26-27 Contingency Contracting, Token Economy, and Group Contingencies ABA Cooper Chap. 28 Generalization and Maintenance of Behavior Change	Domain 1: Data Domain 6: Preventative and Responsive Domain 7: Family Collaboration 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 Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal Domain 2: Consultation and Collaboration		I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased. F-01 – F-08 Use self-mgt., token economy, precision teaching, PSI, Incidental teaching, FCT, augmentative communication systems E-04, E-05 Use contingency contracting, ind., dep., interdep., group contingencies.
Week 14					
W Dec 06 Wednesday	Presentations of Lit Review Intervention and Cases Case presentation in class discussion (dates may vary)				

Week 15

W Dec 13 Wednesday

Review for Final Exam

Final Exam opens after class today. Closes Dec. 20 at midnight.

Presentations of Cases and Lit Reviews

Week 16

W Dec 20 Wednesday

Behavioral Case Study Review of Evidence Based Intervention

Overflow of Case Presentations and Lit Reviews

If we don't finish on Dec. 13, our final exam time is 7-10 pm this night. Your Final Exam is online, so if we need to, we can use this time to finish the presentations.

Read this as antecedent control to be speedy in your presentations on Dec. 6 and 13!

Article 1
Article 2
Article 3