

# **CPSE 615 - Acad + Beh Problem Solving**

**Spring-Summer 2016**

**Section 001: 343 MCKB on T from 9:00 am - 11:50 am**

## **Instructor/TA Info**

### **Instructor Information**

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## **Course Information**

### **Description**

The purpose of this course is to support school leaders in accessing and implementing evidence-based practices that promote the academic, social, and emotional development of students in K-12 schools. This will be accomplished through the study of the principles of evidence-based practice, strategies for identifying empirically supported treatments, frameworks for collaborative problem solving, and best practices in implementation science. We will focus on systems designed for the prevention of problems associated with social-emotional and academic behaviors.

This course is designed to enhance BYU students understanding of a Multi-Tiered System of Supports (MTSS), including an in depth knowledge of all three levels of the system. The course will emphasize principles, procedures and strategies for academic and social behavior support within an MTSS framework,

including the selection and implementation of interventions to assist at-risk learners in mastering academic and behavioral competencies for success in school and life. The course will also facilitate students acquisition of the skills necessary to (1) collaborate with professional colleagues in a school-wide MTSS system, (2) consult with other school professionals within an MTSS school, and (3) coach individuals in need of additional support in the using of evidence-based practices at all three tiers. This course will also teach competencies important to consulting and collaborating with families in a school.

### **CEC Standards**

Advanced Preparation Standard 3.0: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1: Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.3: Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.5: Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4.0: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

- 4.1: Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2: Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
- 4.3: Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 7.0: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

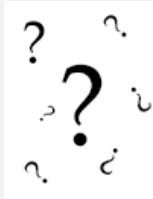
- 7.2: Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities
- 7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

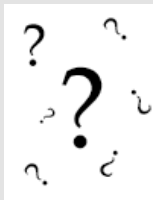
### **BCBA Standards**

- F-04 Use precision teaching.
- F-05 Use personalized systems of instruction (PSI).
- F-06 Use incidental teaching.
- H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
- H-02 Select a schedule of observation and recording periods.
- H-03 Select a data display that effectively communicates relevant quantitative relations.
- H-04 Evaluate changes in level, trend, and variability.
- H-05 Evaluate temporal relations between observed variables (within & between sessions, time series).
- I-01 Define behavior in observable and measurable terms.
- I-02 Define environmental variables in observable and measurable terms.
- I-05 Organize, analyze, and interpret observed data.
- I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.

### **Materials**

Item	Price (new)	Price (used)
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	<p>SIMPLIFYING RESPONSE TO INTERVENTION  <i>Required</i>          by BUFFUM, A</p>	36.95	27.75
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	<p>PRECISION TEACHING BOOK <i>Required</i>          by KUBINA, R</p>	70.00	
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**Learning Outcomes**

**Identification and Analysis**

Identifying & analyzing behavior problems.

**Behavior Supports**

- Defining and developing positive behavior supports for all students.
- Collecting behavioral resources
- Writing and analyzing behavioral case studies.

**Intervene Using Assessment Results**

Linking interventions with assessment results and monitoring them.

**Social Influences**

- Changing behavior.
- Talking with students.
- Using peer influence.
- Working with other educators.
- Working with parents.

**Assessments and Support Plans**

Using functional assessments and developing behavioral support plans.

**Grading Scale**

Grades	Percent
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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**

Assignments are due on the dates listed in Learning Suite. Late assignments submitted within a week of the deadline will be assessed a 25% late penalty.

Assignments submitted more than a week late will not be scored.

### **Participation Policy**

The solutions to the problems that persist in our classrooms and schools require open, honest dialog. Start developing the kinds of interpersonal skills that will help you nurture communication by showing respect to every member of our class, every day. Respectful participation includes thoughtful consideration of other's opinions, active listening, commenting frequently, and looking for common ground first. Also, remember to ask questions. The only way you will learn and grow in this class is by challenging our assumptions with an open, inquisitive mind.

### **Attendance Policy**

Students are expected to be on time for the start of class and to participate throughout the scheduled class period.

## **Assignments**

### **Assignment Descriptions**

#### **Week 2 - Question**

Due: Friday, Apr 29 at 11:59 pm

Please submit a question on the digital dialog for this week. You will earn five points for posting a thoughtful question generated from the content assigned for this week.

### **Week 2 - Best Question**

Due: Tuesday, May 03 at 12:00 pm

5 extra credit points will be awarded for the most thought-provoking and interesting question posted on Learning Suite.

### **Week 2 - Answers**

Due: Tuesday, May 03 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 3 - Question**

Due: Friday, May 06 at 11:59 pm

Please submit a question on the digital dialog for this week. You will earn five points for posting a thoughtful question generated from the content assigned for this week.

### **Observation**

Due: Tuesday, May 10 at 8:00 am

Observe a problem-solving team (e.g., CHAT team, student services team, PBIS team, etc.) in a school or other professional setting. Complete the DORA form while observing the team meeting and writeup a 1-2 page summary of what you thought the team did well and how the process could be improved.

Please submit your writeup and the completed DORA form.

### **Week 3 - Answers**

Due: Tuesday, May 10 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 3 - Best Question**

Due: Tuesday, May 10 at 12:00 pm

### **Week 4 - Question**

Due: Friday, May 13 at 11:59 pm

Please submit a question on the digital dialog for this week. You will earn five points for posting a thoughtful question generated from the content assigned for this week.

### **Week 4 - Answers**

Due: Tuesday, May 17 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 4 - Best Question**

Due: Tuesday, May 17 at 11:59 pm

5 extra credit points will be awarded for the most thought-provoking and interesting question posted on Learning Suite.

## **Exam #1**

Due: Friday, May 20 at 11:59 pm

This exam will cover material from the introduction, EBP, Teaming, and Best Available Evidence lectures.

### **Week 5 - Question**

Due: Friday, May 20 at 11:59 pm

Please submit a question on the digital dialog for this week. You will earn five points for posting a thoughtful question generated from the content assigned for this week.

### **Week 5 - Answers**

Due: Tuesday, May 24 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 5 - Best Question**

Due: Tuesday, May 24 at 11:59 pm

5 extra credit points will be awarded for the most thought-provoking and interesting question posted on Learning Suite.

### **Week 6 - Question**

Due: Friday, May 27 at 11:59 pm

Please submit a question on the digital dialog for this week. You will earn five points for posting a thoughtful question generated from the content assigned for this week.

### **Week 6 - Best Question**



Due: Tuesday, May 31 at 12:00 pm

5 extra credit points will be awarded for the most thought-provoking and interesting question posted on Learning Suite.

### **Week 6 - Answers**

Due: Tuesday, May 31 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 7 - Answers**

Due: Monday, Jun 06 at 2:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Week 8 - Answers**

Due: Tuesday, Jun 14 at 12:00 pm

Paste your answers to the questions generated by our class into this quiz. Each answer is worth 1 point. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Exam #2**

Due: Tuesday, Jun 21 at 11:59 pm

This exam covers the assigned materials for Precision Teaching and all classroom activities.

### **Week 10**

Due: Monday, Jun 27 at 11:59 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Quiz Wk 11**

Due: Monday, Jul 04 at 11:59 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Quiz Wk 12**

Due: Monday, Jul 11 at 11:59 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

### **Quiz Wk 13**

Due: Monday, Jul 18 at 11:59 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific

examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

**Quiz Wk 14**

Due: Monday, Jul 25 at 11:59 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

**Quiz Wk 15**

Due: Tuesday, Aug 02 at 12:00 pm

Each answer is worth 2 points. Full points will be awarded for each answer that clearly, concisely answers the issue(s) raised in the question, includes evidence to justify your position/argument (e.g., hypothetical examples, specific examples from your experience, empirical research, good logic, etc.), and appropriately uses writing conventions (grammar, spelling, punctuation, etc.).

**Discussion Leader**

Due: Tuesday, Aug 02 at 11:59 pm

Components	Excellent (4)	Good (2-3)	Ok (1)
Question(s)	The DL(s) posed questions that were related to the readings, invited application to schools/clinics, and were clearly written.	The DL(s) posed questions that were relevant but unclear or failed to extend the discussion to application.	The DL(s) posed questions.
Feedback	The DL(s) made comments on the contributions of their peers, asked clarifying	The DL(s) made multiple comments on the contributions of their peers.	Little to no feedback was provided by the DL(s).

	questions, and pointed out areas of alignment with the materials.		
Summary	The DL(s) presented a concise summary of the online discussion with multiple specific examples.	The DL(s) presented a summary of the online discussion with a few specific examples.	The DL(s) summarized the online discussion.
Participation	All class members participated in a meaningful way in the class discussion.	Most class members participated in a meaningful way in the class discussion.	A few class members participated in a meaningful way in the class discussion.

### Selecting a Treatment

Due: Tuesday, Aug 09 at 11:59 pm

The CEC Advanced Preparation Standards indicate, "Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments."

Develop a case study where you identify a problem-based question. This question should be related to your description of a specific academic or social behavior problem that impedes a student's learning.

Define the problem with precision and then assume you are primarily responsible for the development of a treatment plan for this individual. How would you "provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments" within a tiered system of support.

Your response should identify specific actions that you and others will take to answer the problem-based question.

Please limit your response to no more than 15 pages with standard formatting (12 pt font, 1 in margins, etc.). Use APA conventions for style and crediting sources.

### Example Case Studies

<http://cases.coedu.usf.edu/>

### Precision Teaching/SAFEMEDS

Due: Tuesday, Aug 09 at 11:59 pm

### Rubric for SAFEMEDS Assignment

50 points possible

1. Five point for each word list mastered at aim.
  - a. Seven lists x 5 points = 35 points.
2. Two points for each word list that is properly charted, with phase change lines in the correct place and labeled correctly, trend lines accurately drawn, the Time Bar correctly recorded, and dates correctly entered.
  - a. Seven lists x 2 points = 14
3. One point for the completion of all lines on the bottom of the chart.

### Exam #3

Due: Thursday, Aug 11 at 11:59 pm

This is your final exam.

### Point Breakdown

Categories	Percent of Grade
Answers	22.94%
Exams	36.7%
Assignments	14.68%
Papers	18.35%

Extra Credit	0%
Discussions	7.34%

## University Policies

### Honor Code

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

### Sexual Misconduct

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

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at

<https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **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	Topic and Readings	Standards	Assignments
T Apr 26	<b>First Day of Spring Term</b>		<b>Quiz Wk 11 Opens</b>
Tuesday	<b>(04/26/2016 - 06/13/2016)</b>		<b>Quiz Wk 12 Opens</b>
	Introduction		<b>Quiz Wk 13 Opens</b>
	Simplifying Response to		<b>Quiz Wk 14 Opens</b>
	Intervention (SRTI) Chapter 1		<b>Quiz Wk 15 Opens</b>
			<b>Week 2 - Answers Opens</b>
			<b>Week 3 - Answers Opens</b>
			<b>Week 4 - Answers Opens</b>
			<b>Week 5 - Answers Opens</b>

			Week 6 - Answers Opens Week 7 - Answers Opens Week 8 - Answers Opens
F Apr 29 Friday			Week 2 - Question
T May 03 Tuesday	<b>Devotional: Stephen W. Liddle, Information Systems</b>  Evidence-based Practice SRTI Chapter 2 Skinner, B. F. (1984). The shame of American public education. Spencer, Dietrich, & Slocum (2012). Evidence-based practice: A framework for making effective decisions	CEC-ADV 3.5	Week 2 - Answers Closes Week 2 - Best Question
F May 06 Friday			Week 3 - Question
T May 10 Tuesday	<b>Devotional: Rebecca Schroeder, Harold B. Lee Library</b>  Teaming SRTI Chapter 3 <a href="http://www.tips2info.blogspot.com">www.tips2info.blogspot.com</a>	CEC-ADV 3.3 BCBA-I- 01 BCBA-I- 02	Observation Week 3 - Answers Closes Week 3 - Best Question
F May 13 Friday			Week 4 - Question
T May 17	<b>Forum: Larry Howell, Mechanical</b>	CEC-ADV	Week 4 - Answers



Tuesday	<b>Engineering</b>	4.1	<b>Closes</b> <b>Week 4 - Best</b> <b>Question</b> <b>Exam #1 Opens</b>
	Best Available Evidence SRTI Chapter 4 IRIS Module on Evidence-Based Practices		
Th May 19			
Thursday			
F May 20			<b>Exam #1 Closes</b> <b>Week 5 - Question</b>
Friday			
T May 24	<b>Devotional: Blake Peterson,</b>		<b>Week 5 - Answers</b> <b>Closes</b> <b>Week 5 - Best</b> <b>Question</b>
Tuesday	<b>Mathematics Education</b>  Precision Teaching Kubina (Chapters 0 and 1) Johnson, K. R. & Layng, T. V. J. (1996). On terms and procedures: Fluency.		
F May 27			<b>Week 6 - Question</b>
Friday			
M May 30	<b>Memorial Day</b>		
Monday			
T May 31	<b>Devotional: Sarah Coyne,</b>	BCBA-H-	<b>Week 6 - Answers</b> <b>Closes</b> <b>Week 6 - Best</b> <b>Question</b>
Tuesday	<b>School of Family Life</b>  Precision Teaching Kubina (Chapters 2 through 5)	01 BCBA-H- 02 BCBA-H- 03 BCBA-H- 04	

F Jun 03	Friday			
M Jun 06	Monday			<b>Week 7 - Answers Closes</b>
T Jun 07	Tuesday	<b>Devotional: Alan Harker, Associate Academic Vice President</b>	BCBA-I-05	
		Precision Teaching Kubina (Chapters 6 through 8)		
F Jun 10	Friday			
M Jun 13	Monday	<b>Last Day of Spring Term (04/26/2016 - 06/13/2016) Withdraw Deadline (Full Semester)</b>		
T Jun 14	Tuesday	<b>Spring Exam Preparation (06/14/2016 - 06/14/2016)</b>	CEC-ADV 3.1 BCBA-I-06	<b>Week 8 - Answers Closes</b>
		Precision Teaching: Progress Monitoring Kubina Chapters 9 and 10		
Th Jun 16	Thursday	<b>Last Day of Spring Final Exams (06/15/2016 - 06/16/2016)</b>		
F Jun 17	Friday			
M Jun 20	Monday	<b>First Day of Summer Term (06/20/2016 - 08/08/2016)</b>		
T Jun 21	Tuesday	<b>Devotional: Michelle Stott James, German &amp; Russian</b>	BCBA-F-03	<b>Exam #2</b>

	BCBA-F- 05	
	Direct Instruction/PSI	
	SRTI Chapter 5	BCBA-F-
	Kim&Axelrod2005.pdf Download	06
	poster124-hearon_barclay- apbs2016.pdf Download	
Th Jun 23 Thursday		<b>Week 10 Opens</b>
F Jun 24 Friday		
M Jun 27 Monday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b>	<b>Week 10 Closes</b>
T Jun 28 Tuesday	<b>Devotional: Tim McLain, Mechanical Engineering</b>	CEC-ADV 7.2
	Creating a Tiered System SRTI Chapter 6 Stoiber, K. C. & Gettinger, M. (2016). Multi-Tiered Systems of Support and Evidence-based Practices. in Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support (See READINGS on Learning Suite) Keller, F. S. (1968). Goodbye teacher. <i>Journal of Applied Behavior Analysis</i> , 1(1), 79- 89. (See READINGS on Learning Suite)	
M Jul 04	<b>Independence Day Holiday</b>	<b>Quiz Wk 11 Closes</b>

Monday		
T Jul 05	Effective Academic and Behavioral Interventions	CEC-ADV
Tuesday	SRTI Chapter 7 Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J. J., & Helman, L. (2016). Problem analysis at Tier 2: Using data to find the category of the problem. in Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support	7.3
M Jul 11		Quiz Wk 12 Closes
Monday		
T Jul 12	<b>Devotional: Michael Goodman, Church History</b>	
Tuesday	Collective Responsibility and Readiness SRTI Chapter 2 Revisited Fixsen et al. (2005). Implementation Research: A Synthesis of the Literature. Pages 1-22	
M Jul 18		Quiz Wk 13 Closes
Monday		
T Jul 19	<b>Forum: Keoni Kauwe, Biology</b>	
Tuesday	Implementation Science Fixsen et al. (2005). Implementation Research: A	

	Synthesis of the Literature. Pages 23-66		
M Jul 25 Monday	<b>Pioneer Day Holiday</b>		<b>Quiz Wk 14 Closes</b>
T Jul 26 Tuesday	<b>Devotional: Wade Hollingshaus, Theatre and Media Arts</b>		
	Professional Development Joyce & Showers (1987). Synthesis of research on staff development: A framework for future study and a state-of-the- art analysis. Stormont et al. (2015). Coaching teachers' use of social behavior interventions to improve children's outcomes: A review of the literature.		
F Jul 29 Friday			
T Aug 02 Tuesday	<b>Devotional: David Moore, J. Reuben Clark Law School</b>	CEC-ADV 4.2 BCBA-F- 06	<b>Discussion Leader Quiz Wk 15 Closes</b>
	Consultation with Parents and Families SRTI epilogue		
M Aug 08 Monday	<b>Last Day of Summer Term (06/20/2016 - 08/08/2016)</b>		<b>Exam #3 Opens</b>
T Aug 09 Tuesday	<b>Summer Exam Preparation (08/09/2016 - 08/09/2016)</b>		<b>Precision Teaching/SAFMEDS Selecting a</b>

		Treatment
W Aug 10	<b>First Day of Summer Final</b>	
Wednesday	<b>Exams (08/10/2016 - 08/11/2016)</b>	
	Final Exam:	
	343 MCKB	
	1:00pm - 2:50pm	
Th Aug 11		<b>Exam #3 Closes</b>
Thursday		
T Aug 16		
Tuesday		