

Instructor/TA Info

Instructor Information

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Course Information

Description

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

Prerequisites

CPSE 410

Learning Outcomes

Components of schoolwide positive behavior support

(Knowledge-based Objectives)

1. Describe and define the components of schoolwide positive behavior support, its relationship with risk and protective factors and multicultural issues.

Positive learning environments

2. Describe how to assess and create a positive learning environment in schools.

Building strong positive relationships

3. Describe how to build strong, positive relationships with children and youth.

Positive teaching approach

4. Describe how to use a positive, teaching (discipline) approach.

Social needs of individuals and groups

5. Describe how to assess and address the social needs of individuals and groups of students.

Effective social skills program

6. Describe and list the procedural and content steps of an effective social skills program.

Effective classroom management system for all students

7. Describe how to organize an effective classroom management system for all students, particularly those with exceptional learning needs (i.e., schedules, procedures, routines, signals, physical set-up of room, rules and consequences, monitoring, transitions).

LRBI

8. Describe the various components and appropriate use of Utah's Least Restrictive Behavioral Interventions (LRBI).

Multi-level interventions

9. Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions.

1. Token economy and response cost

2. Group contingencies

3. Behavioral contracts

4. Home notes

5. Precision commands

6. Time-out

7. Self management

8. Response cost

9. Administrative intervention

10. Other procedures

Assess school climate

(Skill-based objectives)

1. Assess a school climate and identify strengths and areas in which to improve the environment.

Strong positive relationships

2. Build strong, positive relationships with children and youth. Develop and use praise notes as one way in which to build such relationships.

Social skills assessments

3. Demonstrate correct use of social skills assessments, procedures and curriculum that can be used in a classroom environment.

Positive behavior support system

4. Design a positive behavior support system for classroom and nonclassroom environments. Develop a classroom management plan/disclosure document.

Effective behavior intervention strategies

5. Demonstrate a variety of effective behavior intervention strategies appropriate to the needs of individuals with exceptional learning needs.

Least intensive intervention

6. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities. Consider LRBI and multi-level evidence-based practices that offer prevention with various behaviors.

Grading Scale

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

Expectations

1. Attend class
2. Participate in each class (come to class with at least one question each and every time)
3. Complete all assignments on time and with your best effort

Notes

I reserve the right to modify the schedule or syllabus, including adding, modifying, or deleting assignments, as needed in order to cover the material and meet your needs.

A word about feedback. Pres Eyring has indicated that one characteristic of great learners is that they seek out and welcome feedback. I will have the opportunity to give you feedback throughout this courses in the form of grades and comments. I expect you to give me feedback as well. There will be a few different occasions (e.g., mid-course evaluation, final course evaluation) when you can formally provide feedback to me. However, I want you to know that I would also appreciate your feedback in less formal ways. If there is anything about the course that is working well for you, please let me know. If there is anything about the course that is not working well for you, please let me know. I take your feedback very seriously and I can only change and improve to the extent that I receive meaningful feedback.

Assignments

Assignment Descriptions

Quiz #1

Jan
12

Due: Thursday, Jan 12 at 8:50 am

Submit the article summary template

Quiz #2

Jan
17

Due: Tuesday, Jan 17 at 11:59 pm

Quiz #3

Jan

19 Due: Thursday, Jan 19 at 11:59 pm

Quiz #4

Jan 24 Due: Tuesday, Jan 24 at 11:59 pm

Quiz #5

Jan 26 Due: Thursday, Jan 26 at 11:59 pm

Quiz #6

Jan 31 Due: Tuesday, Jan 31 at 11:59 pm

Quiz #7

Feb 02 Due: Thursday, Feb 02 at 11:59 pm

Quiz #8

Feb 07 Due: Tuesday, Feb 07 at 11:59 pm

Evidence Based Practice Identification

Feb 07 Due: Tuesday, Feb 07 at 11:59 pm

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

Quiz #9

Feb 09 Due: Thursday, Feb 09 at 11:59 pm

Classwide Behavior Expectations

Feb 14 Due: Tuesday, Feb 14 at 11:59 pm

Create your classwide expectations and design a poster (use Powerpoint) to display your expectations. Just turn in 1 powerpoint slide with your expectations.

Quiz #10

Feb 14 Due: Tuesday, Feb 14 at 11:59 pm

Quiz #11

Feb 16 Due: Thursday, Feb 16 at 11:59 pm

Routines

Feb
21Due: Tuesday, Feb 21 at 11:59 pm

Create 3 routines that you intend to use in your class during summer practicum.
Create a power point slide for each routine.
Submit via learning suite.

Personal Behavior Change

Feb
21Due: Tuesday, Feb 21 at 11:59 pm

Pick a behavior that you want to change, select an intervention, work on changing the behavior, and collect the data.

Behavior Change Project

Feb
21Due: Tuesday, Feb 21 at 11:59 pm

Change the behavior of another organism

Quiz #12

Feb
23Due: Thursday, Feb 23 at 11:59 pm

Midterm

Feb
28Due: Tuesday, Feb 28 at 11:59 pm

Continuum of Positive Consequences

Mar
02Due: Thursday, Mar 02 at 11:59 pm

Quiz #13

Mar
02Due: Thursday, Mar 02 at 11:59 pm

Midterm Exam

Mar
04Due: Saturday, Mar 04 at 11:59 pm

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

Quiz #14

Mar
07Due: Tuesday, Mar 07 at 11:59 pm

Quiz #15

Mar
09Due: Thursday, Mar 09 at 11:59 pm

Continuum of Reductive Consequences

Mar
09

Due: Thursday, Mar 09 at 11:59 pm

Quiz #16

Mar
14

Due: Tuesday, Mar 14 at 11:59 pm

Quiz #17

Mar
16

Due: Thursday, Mar 16 at 11:59 pm

Quiz #18

Mar
21

Due: Tuesday, Mar 21 at 11:59 pm

Functional Behavior Assessment

Mar
21

Due: Tuesday, Mar 21 at 11:59 pm

Quiz #19

Mar
23

Due: Thursday, Mar 23 at 11:59 pm

Behavior Support Plan 1

Mar
28

Due: Tuesday, Mar 28 at 11:59 pm

Quiz #20

Mar
28

Due: Tuesday, Mar 28 at 11:59 pm

Social Skills Lesson Plan

Mar
30

Due: Thursday, Mar 30 at 11:59 pm

Quiz #21

Mar
30

Due: Thursday, Mar 30 at 11:59 pm

Quiz #22

Apr
04

Due: Tuesday, Apr 04 at 11:59 pm

Classroom Management Plan

Apr
04

Due: Tuesday, Apr 04 at 11:59 pm

Quiz #23

Apr
06

Due: Thursday, Apr 06 at 11:59 pm

Behavior Support Plan 2

Apr
06

Due: Thursday, Apr 06 at 11:59 pm

FBA-BSP(BIP) Presentation

Apr
11

Due: Tuesday, Apr 11 at 11:59 pm

Final Exam

Apr
21

Due: Friday, Apr 21 at 11:59 pm

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

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 or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<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> (<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.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

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>).

Schedule

Date	Topics	Materials/Readings	Assignments
Week 1			
W Dec 21 Wednesday			
Week -48			
T Jan 10 Tuesday	Introduction to Course		
Th Jan 12 Thursday	Evidence Based Practice	<p>Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based Practice: A Framework for Making Effective Decisions. <i>Education & Treatment of Children (West Virginia University Press)</i>, 35(2), 127–151.</p> <p>ContentServer (61).pdf Download</p> <p>Article Summary Template - EBP .docx Download</p>	Quiz #1
Week -47			
M Jan 16 Monday	Martin Luther King Jr Day		
T Jan 17 Tuesday	Evidence Based Practice - 2	<p>Complete IRIS Module: Evidence-Based Practices (Part 2):Implementing a Practice or Program with Fidelity</p> <p>http://iris.peabody.vanderbilt.edu/module/ebp_02/</p>	Quiz #2
Th Jan 19 Thursday	Evidence Based Practice - 3	<p>Complete IRIS Module: Evidence-Based Practices (Part 3):Evaluating Learner Outcomes and Fidelity</p> <p>http://iris.peabody.vanderbilt.edu/module/ebp_03/</p>	Quiz #3
Week -46			
T Jan 24 Tuesday	Multi-tiered Systems of Support	<p>Read: Multi-tiered System of Supports</p> <p>Multi-tiered System of Supports Chapter .pdf Download</p>	Quiz #4
Th Jan 26 Thursday	School-wide Positive Behavior Support	<p>Read: Defining and Describing Schoolwide Positive Behavior Support</p> <p>GEORGE SUGAI and ROBERT H. HORNER</p> <p>chp%3A10.1007%2F978-0-387-09632-2_13.pdf Download</p>	Quiz #5
Week -45			
T Jan 31 Tuesday	School-wide Positive Behavior Support - Tier 2	<p>Read: Secondary-Tier Interventions and Supports LEANNE S. HAWKEN, SARAH L. ADOLPHSON, K. SANDRA MACLEOD, and JOAN SCHUMANN</p> <p>Chapter 17 Secondary Tier Supports .pdf Download</p>	Quiz #6

Th Feb 02 Thursday	Classroom Management	Read: Evidence-based Practices in Classroom Management: Considerations for Research and Practice Evidence-based Practices in Classroom Management- Considerations for Research to Practice (1).pdf Download	Quiz #7
Week -44			
T Feb 07 Tuesday	Classroom management - Foundations	Read: Supporting and Responding to Behavior pgs. 1-9 (Supporting and Responding to Behavior.pdf Download) and Antecedent Strategies to Promote Appropriate Classroom Behavior 20206_ftp.pdf Download	Quiz #8 Evidence Based Practice Identification
Th Feb 09 Thursday	Classroom management - Prevention (Supervision and opportunity to respond)	Read: Supporting and Responding to Behavior pgs. 10-11 and The Effect of Active Supervision and Pre-correction on Minor Behavioral Incidents in a Sixth Grade General Education Classroom (art%3A10.1023%2FA%3A1021162906622.pdf Download) and Teacher Presentation Rate and Point Delivery Rate(01454455860103001.pdf Download)	Quiz #9
Week -43			
T Feb 14 Tuesday	Classroom management - Prevention (Acknowledgement and prompts/pre-corrections)	Read: Supporting and Responding to Behavior pgs. 12-14 and Using Teacher Praise and Opportunities to Respond to Promote Appropriate Student Behavior (out (38).pdf Download) and The effects of prompting appropriate behavior on the off-task behavior of two middle school students. (1098300711410702.pdf Download)	Quiz #10 Classwide Behavior Expectations
Th Feb 16 Thursday	Classroom management - Response (Error corrections, other strategies)	Read: Supporting and Responding to Behavior pgs. 15-17 and Effects of consistent and inconsistent feedback on inappropriate child behavior (1-s2.0-S0005789488800297-main.pdf Download) and THE TIMEOUT RIBBON: A NONEXCLUSIONARY TIMEOUT PROCEDURE (jaba00108-0127.pdf Download) and RULES, PRAISE, AND IGNORING: ELEMENTS OF ELEMENTARY CLASSROOM CONTROL (jaba00084-0043.pdf Download)	Quiz #11
Week -42			
M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	Monday Instruction		Behavior Change Project Routines Personal Behavior Change
Th Feb 23 Thursday	Data Systems	Read: Supporting and Responding to Behavior pgs. 18-19 and ... Watch this Data Collection LRBI .mp4 Download	Quiz #12
F Feb 24 Friday			Midterm Exam Opens
Week -41			
T Feb 28 Tuesday	Midterm	See Learning Suite for the midterm exam and complete midterm evaluation.	Midterm

Th Mar 02 Thursday	No Class (I'll be at a conference)	Complete IRIS Modules: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan (http://iris.peabody.vanderbilt.edu/module/beh1/) and Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan (http://iris.peabody.vanderbilt.edu/module/beh2/)	Continuum of Positive Consequences Quiz #13
Sa Mar 04 Saturday			Midterm Exam Closes
Week -40			
T Mar 07 Tuesday	Behavior Support Planning	See two readings on behavior support planning on course reserve for this class.	Quiz #14
Th Mar 09 Thursday	LRBI	ManualPrint.aspx.pdf Download Get familiar with this document.	Continuum of Reductive Consequences Quiz #15
Week -39			
T Mar 14 Tuesday	Token Economy	Read: Behavior Modification Ch. 22	Quiz #16
Th Mar 16 Thursday	Behavioral Contracts	Read: Behavior Modification Ch. 23	Quiz #17
Week -38			
T Mar 21 Tuesday	Group Contingencies (Good Behavior Game, Mystery Motivator, Classroom Dojo)		Functional Behavior Assessment Quiz #18
Th Mar 23 Thursday	Level System		Quiz #19
Week -37			
T Mar 28 Tuesday	Social Skills Instruction		Quiz #20 Behavior Support Plan 1
Th Mar 30 Thursday	Bullying		Quiz #21 Social Skills Lesson Plan
Week -36			
T Apr 04 Tuesday	Ethics		Classroom Management Plan Quiz #22
Th Apr 06 Thursday	Self-Management		Quiz #23 Behavior Support Plan 2
Week -35			
T Apr 11 Tuesday	FBA-BIP presentations		FBA-BSP(BIP) Presentation
Th Apr 13 Thursday	FBA-BIP presentations		
Week -34			
T Apr 18 Tuesday	FBA-BIP presentations		
Th Apr 20 Thursday	Winter Exam Preparation (04/20/2017 - 04/20/2017)		

F Apr 21 Friday	First Day of Winter Final Exams (04/21/2017 - 04/26/2017) Final Exam: 355 MCKB 7:00am - 10:00am		Final Exam
Week -33			
T Apr 25 Tuesday			