

Instructor

Instructor Information

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Course Information

Description

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

Prerequisites

CPSE 410 (Applied Behavior Analysis), admission to special education (severe) major, or instructor approval.

Materials

Item	Price (new)	Price (used)
 <u>BEHAVIOR MODIFICATION</u> - <i>Required</i> by MILTENBERGER, R	228.00	171.00

Learning Outcomes

Adaptive behavior assessment

- Demonstrate knowledge of adaptive behavior assessment.

FUBA

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

Common environmental and personal barriers

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

Sources of student services, networks, and organizations

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

Behaving and communicating among cultures

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

Cultural perspectives

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

Variations in belief, traditions, and values

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

Coordinate activities

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

Theories of behavior problems

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

Impact of multiple disabilities on behavior

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

Integration of functional and social training

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

Grading Scale

Grades	Percent
A	96%
A-	93%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

I do not grade on a curve. I grade using a fair procedure where if 50% or more of students miss a question on an exam or study guide, the question becomes extra credit. All work must be turned in on time. Work that is less than a week late will receive 25% off the score. Work that is more than a week late will not receive points.

Participation Policy

This class is highly interactive. Most days will have simulations where you practice a behavior management skill. I expect students to ask questions and participate in discussion.

Assignments

Assignment Descriptions

Study Guide 1, Ch. 15

Jan
17

Due: Tuesday, Jan 17 at 9:00 am

Study Guide 2, Ch. 16

Jan
19

Due: Thursday, Jan 19 at 9:00 am

Study Guide 3, Ch. 24

Jan
24

Due: Tuesday, Jan 24 at 9:00 am

Article Summary 1, Gresham & Gresham

Jan
31

Due: Tuesday, Jan 31 at 9:00 am

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

Study Guide 5, Ch. 22

Feb
02

Due: Thursday, Feb 02 at 9:00 am

Observation 1

Feb
07

Due: Tuesday, Feb 07 at 9:00 am

Observation 2

Feb
23

Due: Thursday, Feb 23 at 9:00 am

Article Summary 2, Kuhn et al.

Feb
28

Due: Tuesday, Feb 28 at 9:00 am

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

Midcourse Evaluation

Mar
01

Due: Wednesday, Mar 01 at 11:59 pm

Midterm

Mar
07

Due: Tuesday, Mar 07 at 9:00 am

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

Study Guide 8, Ch. 17

Mar
14

Due: Tuesday, Mar 14 at 9:00 am

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

Observation 3

Mar
14

Due: Tuesday, Mar 14 at 9:00 am

Article Summary 3, Schreiber et al.,

Mar
16

Due: Thursday, Mar 16 at 9:00 am

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

Article Summary 5, Mortweet et al.

Mar
23

Due: Thursday, Mar 23 at 9:00 am

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

Article Summary 4, Carr & Durand, 1985

Mar
28

Due: Tuesday, Mar 28 at 9:00 am

- Your name
- APA 6th Edition reference for the article
- Describe the intervention that the study covered (minimum one paragraph)
- Describe the skills that were measured by the researchers

- Describe the research design that was used
- Describe your overall impression of the study as a whole?
- How does this study apply to your future role as a teacher?

Study Guide 4, Ch. 23

Mar
30

Due: Thursday, Mar 30 at 9:00 am

Observation 4

Mar
30

Due: Thursday, Mar 30 at 9:00 am

Study Guide 7, Ch. 19

Apr
04

Due: Tuesday, Apr 04 at 9:00 am

1. Why is generalization important for students with severe disabilities?

2. Explain the concept of training multiple stimulus exemplars. Give an example of how you might do this using DTT.

Please write three takeaway points from this chapter

Article Summary 6, Ross & Horner 2009

Apr
06

Due: Thursday, Apr 06 at 9:00 am

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

Parent Interview

Apr
11

Due: Tuesday, Apr 11 at 11:59 pm

Staff Training Presentation

Apr
13

Due: Thursday, Apr 13 at 11:59 pm

Lesson Plan on Social Skills

Apr
18

Due: Tuesday, Apr 18 at 9:00 am

Complete the social skills lesson plan

Write up a description of how you would use this lesson as part of a larger curriculum to teach social competence. How will you teach these skills to fluency? How will you program for generalization?

2. Social Skills Lesson Plan Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=1518b233-mGtR-AztV-ULxn-LDcc8f47d055&pubhash=qgor0brsJ1iqW1JEjhZsAM4HPiW4X3_-uGKk_qOUZnh1k8tfhKk0w1sAOL1aMBh6o-1mApg_6zq8B-LjWEJw9Q==\)](https://plugins/Upload/fileDownload.php?fileId=1518b233-mGtR-AztV-ULxn-LDcc8f47d055&pubhash=qgor0brsJ1iqW1JEjhZsAM4HPiW4X3_-uGKk_qOUZnh1k8tfhKk0w1sAOL1aMBh6o-1mApg_6zq8B-LjWEJw9Q==)

Classroom Management Plan

Apr
21

Due: Friday, Apr 21 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.

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.

Schedule

Date	Content & Standards	Assignments	Readings
Week 1			
T Jan 10 Tuesday	Devotional: President and Sister Worthen Course Introduction, Assignments		<u>443 Prayer & Spiritual Thought Sign-up</u>
Th Jan 12 Thursday	MTSS Overview		
Week 2			
M Jan 16 Monday	Martin Luther King Jr Day		
T Jan 17 Tuesday	Devotional: Brother Douglas D. Holmes, Young Men General Presidency Differential Reinforcement Come to class prepared with specific examples of DRA, DRO, and DRI	Study Guide 1, Ch. 15	Read: Behavior Modification Ch. 15 Read: Bogus Science.pdf <u>Download</u>
Th Jan 19 Thursday	Antecedent Interventions	Study Guide 2, Ch. 16	Read: Behavior Modification Ch. 16
Week 3			

T Jan 24 Tuesday	Forum: Susan Cain, Bestselling Author and TED Speaker Scheduling, Routines, and Environmental Arrangement	Study Guide 3, Ch. 24	Read: Behavior Modification Ch. 24
Th Jan 26 Thursday	Stephanie Nielson Keynote Lecture Rules and Expectations		Review: http://www.pbis.org/school/tier1supports Read: LRBI Manual III-IV (pp. 19-38)
Week 4			
T Jan 31 Tuesday	Devotional: Craig Manning, BYU Athletics Group Contingencies	Article Summary 1, Gresham & Gresham	Read: Gresham & Gresham 1982
Th Feb 02 Thursday	Token Economy	Study Guide 5, Ch. 22	Read: Behavior Modification Ch. 22
Week 5			
T Feb 07 Tuesday	Devotional: Elder Quentin L. Cook, Quorum of the Twelve Apostles Social Skills Instruction	Observation 1	Read: Getting More From Social Skills.pdf Download
Th Feb 09 Thursday	Discrete Trial Teaching		<u>Chapter 10: ABA & Discrete Trial Training</u> Read: Introduction to ABA/DTT pgs. 311-325; Features of ABA/DTT pgs. 330-334
Week 6			
T Feb 14 Tuesday	Devotional: Cassy Budd, BYU School of Accountancy Discrete Trial Teaching		Watch: <u>Using Prompts in DTT & Reinforcement Strategies</u>

Th Feb 16 Thursday	Women's Leadership Lecture: Jeanette Bennett Incidental Teaching		Read: BeyondDTT.pdf Download
Week 7			
M Feb 20 Monday	Presidents Day		
T Feb 21 Tuesday	Monday Instruction NO CLASS		
Th Feb 23 Thursday	Redirecting, Cueing, & Precision Requests	Observation 2	Read: Precision Commands_LRBI.pdf Download Read: Precision Requests.pdf Download
Week 8			
T Feb 28 Tuesday	Forum: Clayborne Carson, Historian at Stanford University Staff and Parent Training	Article Summary 2, Kuhn et al. Midterm Opens	Read: Kuhn et al. 2003
W Mar 01 Wednesday		Midcourse Evaluation	
Th Mar 02 Thursday	Midterm Exam and Evaluation ** We will not meet together on this day. Use the time to complete your midterm.		
Week 9			
T Mar 07 Tuesday	Devotional: Performance Assembly Ethical Obligation for Behavior Management	Midterm Closes	Read: Behavior Modification Ch. 18

Th Mar 09 Thursday	Punishment and Aversives		Read: Hands Off - Teaching Case
Week 10			
T Mar 14 Tuesday	Devotional: Elder Weatherford T. Clayton, General Authority Seventy Time Out	Observation 3 Study Guide 8, Ch. 17	Read: Behavior Modification Ch. 17
Th Mar 16 Thursday	Check-In / Check-Out and Video Modeling	Article Summary 3, Schriebman et al.,	Read: Schriebman et al. 2000
Week 11			
T Mar 21 Tuesday	Forum: Doris Kearns-Goodwin, Presidential Historian and Pulitzer Prize-winning Author Self-Management		Read: Behavior Modification Ch. 20
Th Mar 23 Thursday	Peer Tutoring	Article Summary 5, Mortweet et al.	Read: Mortweet et al. 1999
Week 12			
T Mar 28 Tuesday	Devotional: Keith Vorkink, BYU Marriott School of Management Functional Communication Training	Article Summary 4, Carr & Durand, 1985	Read: Carr & Durand 1985
Th Mar 30 Thursday	Behavior Contracting	Observation 4 Study Guide 4, Ch. 23	Read: Behavior Modification Ch. 23
Week 13			

T Apr 04 Tuesday	Devotional: Erin Holmes, BYU School of Family Life Generalization	Study Guide 7, Ch. 19	Read: Behavior Modification Ch. 19
Th Apr 06 Thursday	Bullying	Article Summary 6, Ross & Horner 2009	Read: Ross & Horner 2009
Week 14			
T Apr 11 Tuesday	Devotional: Eric Gillett, BYU Department of Design Challenging Behavior Related to Child & Adolescent Development	Parent Interview	
Th Apr 13 Thursday	Presentations	Staff Training Presentation	
Week 15			
T Apr 18 Tuesday	Presentations	Lesson Plan on Social Skills	
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: 341 MCKB 7:00am - 10:00am	Final Exam Classroom Management Plan	