

Instructor/TA Info

Instructor Information

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Course Information

Description

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.

As a collaborative endeavor, I reserve the right to change the course schedule and syllabus at my discretion to better serve all students in the course.

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

Grading Policy

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

Participation Policy

Please bring a laptop or mobile device to class each session to ensure you can access the materials and activities that we will be working on in class.

Assignments

Assignment Descriptions

Discussion Class 2 - CEC Quality Indicators

May
06

Due: Sunday, May 06 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing

Discussion Class 2 - Empirically Supported Treatments

May
06

Due: Sunday, May 06 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Class 3 - EBP

May
08

Due: Tuesday, May 08 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Class 4 - Teaming/Problem Solving

May
13

Due: Sunday, May 13 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Best Available Evidence

May
14

Due: Monday, May 14 at 11:59 pm

You and a partner will select a practice/intervention/program/procedure commonly used in your service delivery context. You will then prepare a 7 min presentation describing the best available evidence supporting the use of this practice. The presentation should cover an operational definition of the practice, a review of the evidence using the Quality Indicators or an overview of a systematic review, and an answer to the statement, "what works, with whom, under what conditions" relative to the practice you identified.

Discussion Class 5 - Implementation Science

May
15

Due: Tuesday, May 15 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.
Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Class 6 - Data-based Decision Making

May 20 Due: Sunday, May 20 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.
Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Team Observation

May 21 Due: Monday, May 21 at 11:59 pm

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.

Discussion Class 7 - Tier I

May 22 Due: Tuesday, May 22 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.
Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Selecting a Treatment

May 25 Due: Friday, May 25 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, social, or staff behavior problem that impedes student learning. Identify three practices that might benefit the student identified in your case study and explore the evidence supporting these practices. Your cursory study of the evidence should include the identification of three experimental studies (1 for each practice) and an examination of the methodological quality of these studies using the CEC quality indicators. Your paper should include a problem-based question, descriptions of three interventions, and a table summarizing your critical review of three experimental studies.
Based on the findings from your review, use your professional judgment to select a treatment that has the best available evidence, is consistent with client values, and can be implemented with fidelity given the resources in the context or is appropriately adapted to the context. Include a summary of your findings and a justification for the approach you selected. Your approach should consider all facets of Evidence-based practice as discussed in class.
Please limit your response to no more than 5 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/> (<http://cases.coedu.usf.edu/>)

<http://guides.lib.byu.edu/education/blog/how-to-find-the-full-text-of-journal-articles>

[Tips for Searching the Research Literature \(http://guides.lib.byu.edu/c.php?g=216333&p=1428332\)](http://guides.lib.byu.edu/c.php?g=216333&p=1428332)

Sample Selecting a Treatment Paper.docx [Download \(plugins/Upload/fileDownload.php?fileId=34642803-prRU-DGBp-IW3M-](#)

[7C76ee0c1c83&pubhash=KikanOOop2RgODQwR_9gjnfhA4KRjU1wjOhDjTPLBFcrLe_sPP27vz3LI-WXBUQtqD-HYIEorBJwnwl_5Qc_IA==\)](#)

Exemplary (6)	Very Good (4 - 5)	Good (2 - 3)	Opportunity to Improve (0 - 1)
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Problem-based Question	A problem based question is presented with all the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented with most of the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented.	A problem-based question is not used to frame the selection of relevant treatments.
Relevant Treatments	Multiple (3) treatments are identified, core components described, and a justification for their use is provided.	Multiple (3) treatments are identified, but critical details about their use and expected results are missing.	A treatment is identified, core components described, and a justification for its use considering the problem is provided.	Relevant treatments are not identified.
Best Available Evidence	The literature for each treatment is reviewed and the CEC quality indicators are accurately applied with full supporting detail.	The literature for each treatment is reviewed, but there is limited detail to support your decisions.	The literature is reviewed and appropriately cited.	There is no clear evidence that the relevant literature was reviewed.
Treatment Selection	A justification for the treatment with the best available evidence is provided considering all facets of evidence-based practice.	A justification for the treatment is provided and supported by the quality of the evidence reviewed.	A justification for the treatment is provided.	There is no clear evidence that a decision was supported by the literature.
Conventions	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

Discussion Class 8 - Precision Teaching

May
29

Due: Tuesday, May 29 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Exam #1

May
30

Due: Wednesday, May 30 at 4:30 pm

This exam will cover material from the introduction, EBP, Teaming, Implementation Science lectures.

Discussion Class 9 - DI/DTT

Jun
03

Due: Sunday, Jun 03 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies.

Discussion Class 10 - PSI

Jun
05

Due: Tuesday, Jun 05 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Class 11 - Tier II

Jun
10

Due: Sunday, Jun 10 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Precision Teaching/SAFEMEDS

Jun
11

Due: Monday, Jun 11 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.

Evaluating Contextual Fit

Jun
11

Due: Monday, Jun 11 at 11:59 pm

IN CLASS ASSIGNMENT

Evaluating Contextual Fit

With a colleague, partner, friend, or acquaintance, identify a new practice or behavior that the individual would like to implement and then discuss the "fit" of this intervention using the Hexagon tool.

Write up a one page summary of this process including a description of how the practice fits each of the six domains of the Hexagon tool. In addition, write up an action plan describing your next steps moving forward - this might include deciding not to use the practice or to make modifications to its implementation to improve fit.

NIRN-Education-TheHexagonTool.pdf [Download \(plugins/Upload/fileDownload.php?fileId=915782cb-nPMf-mnYF-cmRH-pL98fa14310c&pubhash=RB75X0R3p7dBmWuo9egQ7s5_8eDxhrTWQml5sOEJytJPB1gO1ENBfguJux8lsa999gFfxeJgh-pdfM7X75KSNA==\)](https://nirn.org/education/wp-content/uploads/2017/07/Download-(plugins/Upload/fileDownload.php?fileId=915782cb-nPMf-mnYF-cmRH-pL98fa14310c&pubhash=RB75X0R3p7dBmWuo9egQ7s5_8eDxhrTWQml5sOEJytJPB1gO1ENBfguJux8lsa999gFfxeJgh-pdfM7X75KSNA==))

Discussion Class 12 - Tier III

Jun
12

Due: Tuesday, Jun 12 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Class 13 - The Future

Jun
17

Due: Sunday, Jun 17 at 11:59 pm

Discussion Leaders: Please post the question(s) you developed based on the assigned readings here. Your question(s) should be thought provoking, clearly stated, and require all of us to stretch our thinking to answer. Questions must be posted at least 1 week in advance.

Everybody Else: Please post at least one original response to the discussion leader's questions and 2-3 comments in response to the original comments made by your classmates OR replies to comments made by other students on your original replies. Responses will be graded based on the frequency of comments, the substance of the comments, and the clarity of your writing.

Discussion Leader

Jun 18 Due: Monday, Jun 18 at 7:00 pm

Discussion leaders will summarize the discussion from the Digital Dialog and pose follow up questions to lead a 20 min in class discussion of the content.

Components	Excellent (5)	Good (3-4)	Ok (1-2)
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 questions, and pointed out areas of alignment with the materials.	The DL(s) made multiple comments on the contributions of their peers.	Little to no feedback was provided by the DL(s).
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.
Clarity	The DL spoke clearly and precisely on the assigned topic. Explanations were concise	The DL made a few errors in content or expression during the discussion.	DL was unclear.

Tiered treatment plan

Jun 18 Due: Monday, Jun 18 at 11:59 pm

Develop a Tiered Prevention Framework for your organization that includes the following components:

Screening for academic and social behavior problems

Empirically-supported Tier I strategies including formative and summative assessments

Empirically-supported Tier II strategies including data-based decision rules for each intervention

Empirically-supported Tier III strategies including strategies for data-based individualization

An implementation and evaluation plan (Consider the recommendations from the textbook in Chapter 2: Collective Responsibility)

The paper should be no more than 5 pages long and formatted using standard conventions (i.e., double-spaced, 12 pt times new roman font, etc.). Citations and a bibliography should be included using APA style.

Exam #2

Jun 21 Due: Thursday, Jun 21 at 11:59 pm

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

Point Breakdown

Categories	Percent of Grade
Exams	41.18%
Discussions	15.29%
Assignments	20%
Papers	14.12%
Presentations	9.41%

University Policies

Honor Code

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

Preventing Sexual Misconduct

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

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu 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.

Schedule

Date	Topics & Standards	Readings	Assignments
Week 1			
T May 02 Tuesday			

<p>W May 02 Wednesday</p>	<p>Course Overview Introductions Utah Education Statistics Multi-Tiered System of Supports</p>	<p>Prayer and Spiritual Thought Sign-up Sign up to be a Discussion Leader</p>	<p>Discussion Class 10 - PSI Opens Discussion Class 11 - Tier II Opens Discussion Class 12 - Tier III Opens Discussion Class 13 - The Future Opens Discussion Class 2 - CEC Quality Indicators Opens Discussion Class 2 - Empirically Supported Treatments Opens Discussion Class 3 - EBP Opens Discussion Class 4 - Teaming/Problem Solving Opens Discussion Class 5 - Implementation Science Opens Discussion Class 6 - Data-based Decision Making Opens Discussion Class 7 - Tier I Opens Discussion Class 8 - Precision Teaching Opens Discussion Class 9 - DI/DTT Opens</p>
<p>Su May 06 Sunday</p>			<p>Discussion Class 2 - Empirically Supported Treatments Closes Discussion Class 2 - CEC Quality Indicators Closes</p>
<p>Week 2</p>			
<p>M May 07 Monday</p>	<p>Program Overview</p> <ul style="list-style-type: none"> • Dr. Blake Hansen • Diane Hancock <p>Best Available Evidence Quality Indicators</p> <p>CEC-ADV 4.1 Special education specialists evaluate research and inquiry to identify effective practices.</p>	<p>Online Resource</p> <ul style="list-style-type: none"> • IRIS Module on Evidence-Based Practices <p>Articles</p> <ul style="list-style-type: none"> • CEC Quality Indicators 	
<p>T May 08 Tuesday</p>	<p>Devotional: Robert Barrett, Professor, Painter, Illustrator</p>		<p>Discussion Class 3 - EBP Closes</p>

<p>W May 09 Wednesday</p>	<p>Evidence-based Practice DORA CEC-ADV 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.</p>	<p>Articles</p> <ul style="list-style-type: none"> • Skinner, B. F. (1984). The Shame of American Public Education. • Slocum, Dietrich, Wilczynski, Spencer, Lewis, & Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis 	
<p>Su May 13 Sunday</p>			<p>Discussion Class 4 - Teaming/Problem Solving Closes</p>
<p>Week 3</p>			
<p>M May 14 Monday</p>	<p>Teaming Problem Solving CEC-ADV 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities</p>	<p>Textbook</p> <ul style="list-style-type: none"> • Simplifying Response to Intervention (SRTI) Preface, Chapters 1-3 <p>Website</p> <ul style="list-style-type: none"> • www.tips2info.blogspot.com 	<p>Best Available Evidence</p>
<p>T May 15 Tuesday</p>	<p>“Revealing Questions,” Brianna Magnusson, Prof. of Public Health</p>		<p>Discussion Class 5 - Implementation Science Closes</p>

<p>W May 16 Wednesday</p>	<p>Implementation Science</p> <p>BCBA-K-02 Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.</p> <p>BCBA-K-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.</p> <p>BCBA-K-04 Design and use effective performance monitoring and reinforcement systems.</p> <p>BCBA-K-05 Design and use systems for monitoring procedural integrity.</p>	<p>Articles</p> <ul style="list-style-type: none"> Chapter 5 - Fixsen et al. (2005). Implementation Research: A Synthesis of the Literature 	
<p>Su May 20 Sunday</p>			<p>Discussion Class 6 - Data-based Decision Making Closes</p>
<p>Week 4</p>			

<p>M May 21 Monday</p>	<p>Screening</p> <p>GUEST LECTURE - Dr. Ellie Young</p> <p>Data-based Decision Making</p> <p>CEC-ADV 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p> <p>BCBA-H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.</p> <p>BCBA-H-02 Select a schedule of observation and recording periods.</p> <p>BCBA-H-03 Select a data display that effectively communicates relevant quantitative relations.</p> <p>BCBA-H-04 Evaluate changes in level, trend, and variability.</p>	<p>Articles</p> <ul style="list-style-type: none"> McIntosh & Goodman (2017) Chapter 2: The Relationship Between Academic Skills and Behavior Course Reserves poster124-hearon_barclay-apbs2016.pdf Download <p>Textbook</p> <ul style="list-style-type: none"> SRTI Chapter 5 	<p>Team Observation</p>
<p>T May 22 Tuesday</p>	<p>Forum: “Self-Flying Vehicles,” Randal Beard, Elec. Engineering</p>		<p>Discussion Class 7 - Tier I Closes</p>

W May 23 Wednesday	<p>Foundations of an effective tiered system (Tier I)</p> <p>CEC-ADV 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.</p>	<p>Textbook</p> <ul style="list-style-type: none"> SRTI Chapter 4 <p>Articles</p> <ul style="list-style-type: none"> Stoiber, K. C. & Gettinger, M. (2016). Multi-Tiered Systems of Support and Evidence-based Practices. in <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u> 	<p>Unpacking Standards Activity.docx Download</p> <p>Utah Core Standards</p> <p>Exam #1 Opens</p>
F May 25 Friday			Selecting a Treatment
Week 5			
M May 28 Monday	Memorial Day NO CLASS		
T May 29 Tuesday			Discussion Class 8 - Precision Teaching Closes
W May 30 Wednesday	<p>Precision Teaching</p> <p>Tiered Fidelity Inventory</p> <p>GUEST LECTURE - Lynnette Christensen, CITES</p> <p>BCBA-I-05 Organize, analyze, and interpret observed data.</p> <p>BCBA-F-04 Use Precision Teaching</p>	<p>Articles</p> <ul style="list-style-type: none"> Johnson, K. R. & Layng, T. V. J. (1996). On terms and procedures: Fluency. Precision TeachingTEC90.pdf Download Chapter 7: Change in Kubina & Yurich (2016) The Precision Teaching Book. Greatness Achieved: Lemont, PA. Course Reserves 	Exam #1 Closes
Su Jun 03 Sunday			Discussion Class 9 - DI/DTT Closes
Week 6			

M Jun 04 Monday	<p>Direct Instruction</p> <p>Discrete Trial Instruction</p> <p>BCBA-F-03 Use Direct Instruction</p> <p>BCBA-I-01 Define behavior in observable and measurable terms.</p> <p>BCBA-I-02 Define environmental variables in observable and measurable terms.</p>	<p>Articles</p> <ul style="list-style-type: none"> • Kim&Axelrod2005.pdf Download • BeyondDTT.pdf Download 	
T Jun 05 Tuesday	<p>Devotional: Michael Orme, "Recognizing and Understanding the Spirit"</p>		<p>Discussion Class 10 - PSI Closes</p>
W Jun 06 Wednesday	<p>Personalized System of Instruction</p> <p>Incidental Teaching</p> <p>BCBA-F-05 Use personalized systems of instruction (PSI)</p> <p>BCBA-F-06 Use incidental teaching</p>	<p>Articles</p> <ul style="list-style-type: none"> • Keller, F. S. (1968). Goodbye teacher. <i>Journal of Applied Behavior Analysis</i>, 1(1), 79-89. 	
Su Jun 10 Sunday			<p>Discussion Class 11 - Tier II Closes</p>
Week 7			

M Jun 11 Monday	<p>Intensifying Instruction</p> <p>GUEST LECTURE - Dr. Beth Cutrer</p> <p>Manualized Supports and Intervention (Tier II)</p> <p>CEC-ADV 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</p> <p>BCBA-I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.</p> <p>BCBA-K-01 Provide for ongoing documentation of behavioral services.</p> <p>BCBA-K-07 Evaluate the effectiveness of the behavioral program.</p>	<p>Textbook</p> <ul style="list-style-type: none"> SRTI Chapter 6 <p>Articles</p> <ul style="list-style-type: none"> 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 <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u>. https://drive.google.com/drive/folders/0B6dZro5OycsKUnB3RURkYllhZW8?usp=sharing 	Evaluating Contextual Fit Precision Teaching/SAFMEDS
T Jun 12 Tuesday	Devotional: Beth Luthy, Professor of Nursing		Discussion Class 12 - Tier III Closes

W Jun 20 Wednesday	First Day of Spring Final Exams (06/20/2018 - 06/21/2018) Final Exam: 341 MCKB 5:00pm - 6:50pm		
Th Jun 21 Thursday			Exam #2 Closes