

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: 340-Q MCKB

Office Phone: 8014228361

Office Hours: Thu 10:00am-12:00pm

Email: christian_sabey@byu.edu

Cell Phone: 8015807399

TA Information

Name: Megan Elizabeth Moeller

Email: meg30moeller@gmail.com

Course Information

Prerequisites

You need to have taken CPSE 410.

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 creating meaningful behavior support/intervention plans.

Materials

Item	Price (new)	Price (used)
 <p><u>Classwide Positive Behaviorism - Required</u> by Simonsen,B</p>	35.00	26.25

Learning Outcomes

Components of schoolwide positive behavior support

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

Positive learning environments

2. Describe how to organize an effective classroom management system for all students.

Address social behavior

3. Describe assessment and instruction to address the social needs of individuals and groups of students.

Least Restrictive Behavioral Interventions (LRBI)

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

Positive behavior support in classrooms

5. Demonstrate principles and practices of positive behavior support in the classroom, including LRBI and multi-level evidence-based practices.

Grading Scale

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 quizzes are administered during class. You cannot make up any quizzes, if you miss a quiz, you miss a quiz. You will be able to drop your lowest quiz score.

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

Participation Policy

Participation is critical to your success in this class. I encourage you to actively participate (e.g., ask questions, make comments, pose scenarios, etc.)

Attendance Policy

This is a "must be present to win" class. You cannot make up classes, so please be sure that you attend every class unless there is a genuine emergency.

Classroom Procedures

All quizzes will occur in class via Nearpod. There will be five to ten questions during each class. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, **there will be no way to make up a quiz.** We will drop the lowest quiz score, so you can miss one class without any repercussions.

Study Habits

Eyring_Henry_1997_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZwF1rVJEq_jvXDBgRjb4uf3heQPPpW_FGx5AB0Yqc_C49ibLx_H3RTCxWlzMWxNcoWYjxiWFLCd_Jddiag==\)](#)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you

terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material. If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

Teaching Philosophy

Emit responses and accept/seek out shaping.

Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

Books/Articles

You will find articles in the schedule that will be part of the reading for this class.

Assignments

Assignment Descriptions

Quiz 1

Jan
10

Due: Thursday, Jan 10 at 11:59 pm

IRIS EBP Module #2

Jan
11

Due: Friday, Jan 11 at 11:59 pm

Please submit the answers to the assessment questions for the second IRIS module on EBP.

IRIS EBP Module #1

Jan
11

Due: Friday, Jan 11 at 11:59 pm

Please submit the answers to the assessment questions for the first IRIS module on EBP.

IRIS EBP Module #3

Jan
11

Due: Friday, Jan 11 at 11:59 pm

Please submit the answers to the assessment questions for the third IRIS Module on EBP.

Quiz 2

Jan
15

Due: Tuesday, Jan 15 at 11:59 pm

Jan
17

Due: Thursday, Jan 17 at 11:59 pm

Article Summary 1**Jan**
18

Due: Friday, Jan 18 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 4**Jan**
22

Due: Tuesday, Jan 22 at 11:59 pm

Quiz 5**Jan**
24

Due: Thursday, Jan 24 at 11:59 pm

Article Summary 2**Jan**
25

Due: Friday, Jan 25 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 6**Jan**
29

Due: Tuesday, Jan 29 at 11:59 pm

Quiz 7**Jan**
31

Due: Thursday, Jan 31 at 11:59 pm

Article Summary 3**Feb**
01

Due: Friday, Feb 01 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in

Feb
05

Due: Tuesday, Feb 05 at 11:59 pm

Create 3-5 behavioral expectations that you will use in summer practicum.
Prepare them in a displayable form that you can use in your class (e.g., a PPT slide for each expectation)

Article Summary 4**Feb**
08

Due: Friday, Feb 08 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Article Summary 5**Feb**
15

Due: Friday, Feb 15 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Praise and OTR Observation**Feb**
21

Due: Thursday, Feb 21 at 11:59 pm

Observe a teacher for at least 15 min and record the number of specific praise statement and opportunities to respond.
Please submit an observation form indicating the school, grade, date, time, subject and the frequency/count of number of praise statements and opportunities to respond.

Quiz 8**Feb**
21

Due: Thursday, Feb 21 at 11:59 pm

Article Summary 6**Feb**
22

Due: Friday, Feb 22 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 9**Feb**
26

Due: Tuesday, Feb 26 at 11:59 pm

FBA and BSP #1

**Feb
26**Due: Tuesday, Feb 26 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student.

The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer you question by answering this question, "Am I confident that if I sat down with Christian and showed him my data, we would come to the same conclusion about the function of this behavior?" If the answer is no, then the assignment is not complete.

You will need to submit

1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence.
3. Some evidence of direct observation(s) (e.g., ABC forms, Scatter plot, etc.)
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.
6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)

If you have questions, please don't wait. Come see me.

Quiz 10

**Feb
28**Due: Thursday, Feb 28 at 11:59 pm

Quiz 11

**Mar
07**Due: Thursday, Mar 07 at 11:59 pm

Article Summary 8

**Mar
08**Due: Friday, Mar 08 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 12

**Mar
14**Due: Thursday, Mar 14 at 11:59 pm

14

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

Article Summary 9**Mar****15**

Due: Friday, Mar 15 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 13**Mar****19**

Due: Tuesday, Mar 19 at 11:59 pm

Quiz 14**Mar****21**

Due: Thursday, Mar 21 at 11:59 pm

Article Summary 10**Mar****22**

Due: Friday, Mar 22 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Social Skills Lesson Plan**Mar****26**

Due: Tuesday, Mar 26 at 11:59 pm

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template

BLISS.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=-](#)

[YwjEv8QOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKX1qUb0tYdMk4C0PqR_SJ0ICYZ79YxmCnGOPYaojpil6sxUQ==\)](#)

Quiz 15**Mar****26**

Due: Tuesday, Mar 26 at 11:59 pm

Quiz 16**Mar****28**

Due: Thursday, Mar 28 at 11:59 pm

Mar
29

Due: Friday, Mar 29 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 17**Apr**
02

Due: Tuesday, Apr 02 at 11:59 pm

Quiz 18**Apr**
04

Due: Thursday, Apr 04 at 11:59 pm

Evidence Based Practice Identification**Apr**
04

Due: Thursday, Apr 04 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

Article Summary 12**Apr**
05

Due: Friday, Apr 05 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Self-Assessment Observation**Apr**
09

Due: Tuesday, Apr 09 at 11:59 pm

1. Find the Self-Assessment from the Supporting and Responding to Behavior Document
2. Observe someone else's class
3. Complete the self-assessment
4. Indicate any changes that you would make.

Quiz 19**Apr**

Quiz 20**Apr
11**

Due: Thursday, Apr 11 at 11:59 pm

Submit a one page summary of the webinar and how you would apply what you have learned.

Continuum of reductive consequences**Apr
16**

Due: Tuesday, Apr 16 at 11:59 pm

Continuum of positive consequences**Apr
16**

Due: Tuesday, Apr 16 at 11:59 pm

Classroom Management Plan**Apr
17**

Due: Wednesday, Apr 17 at 11:59 pm

Compile all of the permanent products that you have from this class (e.g., expectations, routines, social skills lessons, continua of consequences, etc.). Put them all in one place (e.g., a file folder). You will need to use all of these materials in summer practicum.

FBA and BSP #2**Apr
17**

Due: Wednesday, Apr 17 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student and report intervention data.

The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer you question by answering this question, "Am I confident that if I sat down with Christian and showed him my data, we would come to the same conclusion about the function of this behavior?" If the answer is no, then the assignment is not complete.

You will need to submit

1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence. (NO PHOTOS OF FORMS ALLOWED. If the indirect tool is an interview, conduct an interview rather than handing the form to the teacher and walking away.)

The purpose of indirect observation is to formulate an initial hypothesis.

3. Some evidence of direct observation(s) (e.g., ABC forms, structured ABC forms, Scatter plot, etc.)
Collect enough data that you are confident about the function of the behavior. You should be evaluating the hypothesis you developed from the indirect observations.
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.

6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)

Please make this something that you would be proud to hand to a parent, teacher, or administrator. Make it look professional.

7. Include a graph with baseline and treatment data. The graph should include:

a. An x and y axis, b. labels for each axis, c. Numbers on each axis, d. at least 3 baseline data points, e. a phase change line after the baseline data, f. at least 3 treatment data points, g. some interpretation of the graph (i.e., did the intervention work? How do you know?)

I would recommend converting the final file to a PDF.

If you have questions, please don't wait. Come see me.

Behavior Change Project

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

1. Identify a person (or other organism) whose behavior you would like to change.
2. Operationally define the behavior to be changed.
3. Describe the intervention that you used to change the behavior. Please provide enough detail that I could replicate the intervention.
4. Provide an explanation for why you selected that intervention. Your explanation should be behavioral (e.g., the intervention addressed the function of the behavior, the intervention increased the response effort to engage in the behavior, etc.)
4. Provide a line graph showing a baseline phase and an intervention phase. Use the observechange.org spreadsheet
5. Provide an explanation of why the intervention did or did not work and what you might change or try next time, if the intervention didn't work.

Extra Credit

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Extra Credit

Exam

Apr
24

Due: Wednesday, Apr 24 at 11:59 pm

This exam is closed book, closed note, closed neighbor, and closed internet.

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

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.

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	Topic	Reading	Assign
Week 1			
T Jan 08 Tuesday	Course introduction		

Th Jan 10 Thursday	IRIS Modules on Evidence Based Practice - You will complete the three IRIS modules that address EBP.	Module 1: https://iris.peabody.vanderbilt.edu/module/ebp_01/ Module 2: https://iris.peabody.vanderbilt.edu/module/ebp_02/ Module 3: https://iris.peabody.vanderbilt.edu/module/ebp_03/	Pleas the asses quest each by Ja 11:59 Quiz
F Jan 11 Friday			IRIS E Modu IRIS E Modu IRIS E Modu
Week 2			
T Jan 15 Tuesday	Evidence Based Practice	PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf Download Read the attached article: Evidence Based Practice: A Framework for Making Effective Decisions.pdf Download	Quiz
Th Jan 17 Thursday	Positive Behavior Interventions and Supports	Simonsen Chapter 1&2 (p.1-50)	Quiz
F Jan 18 Friday			Articl Sumr
Week 3			
M Jan 21 Monday	Martin Luther King Jr Day		
T Jan 22 Tuesday	Tier 1 Schoolwide PBIS	Simonsen Chapter 3	Quiz
Th Jan 24 Thursday	Foundations Intro to Classwide PBIS	Supporting and Responding to Behavior1.pdf Download Simonsen Chapter 4	Quiz
F Jan 25 Friday			Articl Sumr
Week 4			
T Jan 29 Tuesday	Structure, opportunities to respond, and	Focus on this reading: Simonsen Chapters 5-6 (p.97-132) ContentSeriesPage_T=PB-AN%K-1002_01002_001%SL%RD-nd%9	Quiz

Th Jan 31 Thursday	Continuum of Strategies to Reinforce Appropriate Behavior (Self-guided Nearpod lesson)	Nearpod login KQALI Simonsen Chapter 7	Quiz
F Feb 01 Friday	Christian will be at CEC		Article Summary
Week 5			
T Feb 05 Tuesday	Continuum of Strategies to Respond to Inappropriate Behavior	Simonsen Chapter 8	Class Behavior Expectations
Th Feb 07 Thursday	Tier 2 in your classroom	Simonsen Chapter 9	Quiz
F Feb 08 Friday			Article Summary
Week 6			
T Feb 12 Tuesday	Tier 3 and wrap up	Simonsen Chapter 10-11	
Th Feb 14 Thursday	Tier 1 Strategies: Group Contingencies and Good Behavior Game Nearpod access code AXOBR	jaba00057-0109.pdf Download 1-s2.0-S0022440512000660-main.pdf__tid=67dfbefe-f0df-11e7-a119-00000aab0f02&acdnat=1515022977_43.pdf Download jaba00065-0063.pdf Download	
F Feb 15 Friday			Article Summary
Week 7			
T Feb 19 Tuesday	Monday Instruction		
Th Feb 21 Thursday	Tier 1 Strategies:	Chapter 22 of Behavior Modification	Prais OTR

F Feb 22 Friday			Article Summary
Week 8			
T Feb 26 Tuesday	Tier 1 Strategies: Level System	fileDownload.php_fileId=29b7ad4b-KBIZ-oKQI-1c9A-QI2935176b75.pdf Download fileDownload.php_fileId=493e7903-0aQD-sB0I-gp6j-rl8f8e6ca63d.pdf Download	FBA #1 Quiz
Th Feb 28 Thursday	Tier 2 Strategies: Compliance training and high probability sequence	10.1007%2F978-0-387-09632-2_17 (1).pdf Download 10885536.pdf Download 1534650110370714.pdf Download	Quiz
Week 9			
T Mar 05 Tuesday	Midcourse Eval Review		
Th Mar 07 Thursday	Tier 2 Strategies: Self-Management	Chapter 20 of Behavior Modification	Midterm Open Quiz
F Mar 08 Friday			Article Summary
Week 10			
T Mar 12 Tuesday	Midterm		
W Mar 13 Wednesday			
Th Mar 14 Thursday	Tier 2 Strategies: Check-in-Check out	09362835.2012.694613_needAccess=true.pdf Download 1098300715595957.pdf Download	Midterm Closed Quiz
F Mar 15 Friday	No Classes		Article Summary
Week 11			

T Mar 19 Tuesday	Tier 2 Strategies: Social skills instruction and behavioral skills training	1534650106286940.pdf Download 001440290106700303.pdf Download viewcontent.cgi_article=1564&context=sped_facpub.pdf Download	Quiz
Th Mar 21 Thursday	Responding to problem behavior: Time- out, response cost, punishment and aversives.	Chapter 17 and 18 of Behavior Modification	Quiz
F Mar 22 Friday			Article Sumr
Week 12			
T Mar 26 Tuesday	Responding to problem behavior: Bullying within a schoolwide positive behavior support system	bullyprevention_ES1.pdf Download fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0- Ud727ba7691a.pdf Download	Social Less Quiz
W Mar 27 Wednesday			
Th Mar 28 Thursday	Winter Instructor Ratings Open Introduction to Tier 3 Support Tier 3 Support: Escape maintained problem behavior	i1998-1929-3-1-22.pdf Download	Quiz
F Mar 29 Friday			Article Sumr
Week 13			
T Apr 02 Tuesday	Tier 3 Support: Managing the cycle of acting out in classroom	https://apbs.webex.com /apbs/lsr.php?RCID=8967440e473d4642bd88b10ad5a00b92	Quiz

Week 14			
T Apr 09 Tuesday	Tier 3 Support: Functional Analysis	12858983.pdf Download	Self- Asses Obse Quiz
Th Apr 11 Thursday	Ethics	fileDownload.php_fileId=7f1549ce-6g9A-WSX5-j6ld- Ut4d8ed3a283.pdf Download Code%20of%20Ethics (1).pdf Download	Quiz
F Apr 12 Friday			
Week 15			
T Apr 16 Tuesday	Wrap-up and open Q&A		Conti posit conso Conti reduc conso
W Apr 17 Wednesday	Exam Prep Day Final Exam: 341 MCKB 7:00pm - 10:00pm		Extra Exam FBA #2 Beha Chan Proje Class Mana Plan
Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)		
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019) Final Exam: 341 MCKB 7:00pm - 10:00pm		
Week 16			
W Apr 24 Wednesday			Exam