

Instructor/TA Info

Instructor Information

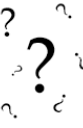
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TA Information

Name: Abby Mensching
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Course Information

Materials

Item	Price (new)	Price (used)
 <u>Classwide Positive Behaviorm - Required</u> by Simonsen,B	36.00	27.00

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%

Assignments

Assignment Descriptions

Quiz 1

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

IRIS EBP Module #1

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

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

Quiz 2

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

IRIS EBP Module #2

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

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

IRIS EBP Module #3

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

Quiz 3

Jan
16

Due: Thursday, Jan 16 at 11:59 pm

Quiz 4

Jan
21

Due: Tuesday, Jan 21 at 11:59 pm

Quiz 5

Jan
23

Due: Thursday, Jan 23 at 11:59 pm

Quiz 6

Jan
28

Due: Tuesday, Jan 28 at 11:59 pm

Quiz 7

Jan
30

Due: Thursday, Jan 30 at 11:59 pm

Classwide Behavior Expectations

Feb
04

Due: Tuesday, Feb 04 at 11:59 pm

1. Using the template on p. 117 create a matrix of classwide expectations.
2. Also create a single list of universal classwide expectations
3. Create 1 lesson plan using the template on p. 122 for one column of your matrix.

Quiz 8

Feb
04

Due: Tuesday, Feb 04 at 11:59 pm

Quiz 9

Feb
06

Due: Thursday, Feb 06 at 11:59 pm

Quiz 10

Feb
11

Due: Tuesday, Feb 11 at 11:59 pm

Quiz 11

Feb
13

Due: Thursday, Feb 13 at 11:59 pm

Quiz 12

Feb
20

Due: Thursday, Feb 20 at 11:59 pm

Article Summary 1

Feb
20

Due: Thursday, Feb 20 at 11:59 pm

Read the article entitled USE AND ANALYSIS OF THE "GOOD BEHAVIOR GAME" TO REDUCE DISRUPTIVE CLASSROOM BEHAVIOR and write a 1 page summary of the article including:

1. Who implemented the intervention
2. Who received the intervention
3. Did the intervention work?
4. What change did it produce?
5. Describe the practice/intervention/major concept from the reading.
6. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 13

Feb
25

Due: Tuesday, Feb 25 at 11:59 pm

Article Summary 2

Feb
25

Due: Tuesday, Feb 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 14

Feb
27

Due: Thursday, Feb 27 at 11:59 pm

Praise and OTR Observation

Feb
27

Due: Thursday, Feb 27 at 11:59 pm

Watch this video for **20 min**

<https://www.youtube.com/watch?v=RTnZy3jDDx0> (<https://www.youtube.com/watch?v=RTnZy3jDDx0>)

Count the frequency of the praise statements and opportunities to respond.

Article Summary 3

Feb
27

Due: Thursday, Feb 27 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.

Behavior Change Project

Mar
03

Due: Tuesday, Mar 03 at 11:59 pm

Follow the directions on this file:

Behavior Change Project 1 442.docx [Download \(plugins/Upload/fileDownload.php?fileid=fbf6a66f-l55T-aMhl-e6BE-Omea1a6d373d&pubhash=3Hnso1Lk4X656ivsQk2jV2Aieo2SzXsvAd8KyrEmLkw97T7M5VdEiKPeE5J9YndSkMrdwPXbWnVasbo_5-SkoQ==\)](#)

Quiz 15

Mar
03

Due: Tuesday, Mar 03 at 11:59 pm

FBA and BSP #1

Mar
03

Due: Tuesday, Mar 03 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 your 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 16

Mar
05

Due: Thursday, Mar 05 at 11:59 pm

Article Summary 4

Mar
05

Due: Thursday, Mar 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.

Social Skills Lesson Plan

Mar

Due: Thursday, Mar 12 at 11:59 pm

12

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template BLISS.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=-YwjEv8QOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKX1qUb0tYdMk4C0PqR_SJ0ICYZ79YxmCnGQopyajpil6sxUQ==\)](#)

Midterm Exam

Mar
17

Due: Tuesday, Mar 17 at 11:59 pm

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

Quiz 17

Mar
19

Due: Thursday, Mar 19 at 11:59 pm

Article Summary 5

Mar
19

Due: Thursday, Mar 19 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 18

Mar
24

Due: Tuesday, Mar 24 at 11:59 pm

Article Summary 6

Mar
24

Due: Tuesday, Mar 24 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 19

Mar
26

Due: Thursday, Mar 26 at 11:59 pm

Article summary 7

Mar
31

Due: Tuesday, Mar 31 at 11:59 pm

Quiz 20

Mar
31

Due: Tuesday, Mar 31 at 11:59 pm

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

Evidence Based Practice Identification

Apr
02

Due: Thursday, Apr 02 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

Self-Assessment Observation

Apr
07

Due: Tuesday, Apr 07 at 11:59 pm

Watch 15 min of this video and complete the self-assessment form. You will have to make some judgement calls on a few items, but just do your best with what you can observe.

Video: <https://www.youtube.com/watch?v=RTnZy3jDDx0> (<https://www.youtube.com/watch?v=RTnZy3jDDx0>)

Form: Self-Assessment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=30f2fa5a-GBSx-YjMh-kgm0-](#)

[A830286c0955&pubhash=3eFgkXe0KrC72mnOEQYz1hs792UP3wBh1IYZc0BMRrk9eq1Q0uSIP45nyuz0szSziq9Paky7H55NYaX6E8Rvw==\)](#)

1 page summary of Webinar

Apr
09

Due: Thursday, Apr 09 at 7:55 am

Continuum of positive consequences

Apr 14

Due: Tuesday, Apr 14 at 11:59 pm

Continuum of reductive consequences

Apr 14

Due: Tuesday, Apr 14 at 11:59 pm

Behavior Change Project II

Apr 14

Due: Tuesday, Apr 14 at 11:59 pm

Follow the directions on this file:

Behavior Change Project 1 442.docx [Download \(plugins/Upload/fileDownload.php?fileId=fbf6a66f-155T-aMhl-e6BE-OMea1a6d373d&pubhash=3Hnso1Lk4X656ivsQk2jV2Aieo2SzXsvAd8KyrEmLkw97T7M5VdEiKPPe5J9YndSkMrdwPXbWnVasbo_5-SkoQ==\)](#)
BIP Template from Missouri PBS.docx [Download \(plugins/Upload/fileDownload.php?fileId=40dfad9c-FimR-mAC2-1uYc-HZ88bd89b762&pubhash=VPwT_L24tGLUO09MT9ttlNxlInboTWZH9PK_lzHvo9fAiXKm5rCt2p8G6app0Dm8Hty7nYWwED7d2ojGvhYi9wQ==\)](#)

Classroom Management Plan

Apr 15

Due: Wednesday, Apr 15 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 15

Due: Wednesday, Apr 15 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.

I need to see this form in the correct format. Listing bullet points will not work. I recommend filling out a form and scanning it in. Again Photos will not be accepted.

- 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.

Extra Credit

Apr 15

Due: Wednesday, Apr 15 at 11:59 pm

Extra Credit

Exam

Apr 22

Due: Wednesday, Apr 22 at 11:59 pm

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

Point Breakdown

Categories	Percent of Grade
Exams	30%
Quizzes	30%
Behavior Change Projects	30%
Article Summaries	10%

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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Schedule

Date	Topic	Reading	Assignments
Week 1			
T Jan 07 Tuesday	Course introduction What students want from school.		
Th Jan 09 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/	Quiz 1
Week 2			
T Jan 14 Tuesday	Evidence Based Practice	Read the attached article: Evidence Based Practice: A Framework for Making Effective Decisions.pdf Download	IRIS EBP Module #1 IRIS EBP Module #2 IRIS EBP Module #3 Quiz 2
Th Jan 16 Thursday	FBA Review and intro to BSP	FBA BSP Reading Functional Behavior Assessments and Behavior Support Plans .pdf Download	Quiz 3
Week 3			
M Jan 20 Monday	Martin Luther King Jr Day		
T Jan 21 Tuesday	Positive Behavior Interventions and Supports	Simonsen Chapter 1&2 (p.1-50)	Quiz 4
Th Jan 23 Thursday	Tier 1 Schoolwide PBIS Intro to Classwide PBIS	Simonsen Chapter 3 Simonsen Chapter 4	Quiz 5
Week 4			
T Jan 28 Tuesday	Foundations Structure, opportunities to respond, and expectations	Supporting and Responding to Behavior1.pdf Download Focus on this reading: Simonsen Chapters 5 ContentServer.asp_T=P&P=AN&K=1983-01902-001&S=L&D=pdh&EbscoContent=dGJyMNXb4kSeprE4yNfsOLCmr1Cep.pdf Download	Quiz 6
Th Jan 30 Thursday	Establish and Teach Positively Stated Expectations	Simonsen Chapter 6	Quiz 7
Week 5			

T Feb 04 Tuesday	Continuum of Strategies to Reinforce Appropriate Behavior (Self-guided Nearpod lesson) Continuum of Strategies to Respond to Inappropriate Behavior	Simonsen Chapter 8 Simonsen Chapter 7	Classwide Behavior Expectations Quiz 8
Th Feb 06 Thursday	Tier 2 in your classroom	Nearpod code: VSOKX Simonsen Chapter 9	Quiz 9
Week 6			
T Feb 11 Tuesday	Tier 3 and wrap up	Simonsen Chapter 10-11	Quiz 10
Th Feb 13 Thursday	Tier 1 Strategies: Token economy	Chapter 22 of Behavior Modification	Quiz 11
Week 7			
T Feb 18 Tuesday	Monday Instruction		
Th Feb 20 Thursday	Tier 1 Strategies: Group Contingencies and Good Behavior Game	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	Article Summary 1 Quiz 12
Week 8			
T Feb 25 Tuesday	Tier 1 Strategies: Level System	fileDownload.php_fileId=29b7ad4b-KBIZ-oKQI-1c9A-QI2935176b75.pdf Download fileDownload.php_fileId=493e7903-0aQD-sB0l-gp6j-r18f8e6ca63d.pdf Download	Quiz 13 Article Summary 2
Th Feb 27 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 14 Article Summary 3 Praise and OTR Observation
Week 9			
T Mar 03 Tuesday	Tier 2 Strategies: Self-Management	Chapter 20 of Behavior Modification	Behavior Change Project Quiz 15 FBA and BSP #1
Th Mar 05 Thursday	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 16 Article Summary 4
Week 10			
T Mar 10 Tuesday	Midcourse Eval Review		Midterm Exam Opens Social Skills Lesson Planning Template BLISS.docx Download
Th Mar 12 Thursday	Midterm		Social Skills Lesson Plan
Week 11			
T Mar 17 Tuesday			Midterm Exam Closes
Th Mar 19 Thursday	Tier 2 Strategies: Check-in-Check out Nearpod join code: RIUAL	09362835.2012.694613_needAccess=true.pdf Download 1098300715595957.pdf Download	Article Summary 5 Quiz 17
Week 12			

T Mar 24 Tuesday	Responding to problem behavior: Bullying within a schoolwide positive behavior support system	bullyprevention_ES1.pdf Download fileDownload.php_field=6e111f05-MnWv-FHSx-F8B0-Ud727ba7691a.pdf Download Nearpod link and join code: https://share.nearpod.com/vsph/7LM0VmhjMu HIEBL	Quiz 18 Article Summary 6
Th Mar 26 Thursday	Instructor Ratings Open Introduction to Tier 3 Support Tier 3 Support: Escape maintained problem behavior Zoom link: https://byu.zoom.us/j/597417440	i1998-1929-3-1-22.pdf Download	Quiz 19 Nearpod Join Code: CRUXD
Week 13			
T Mar 31 Tuesday	Tier 3 Support: Attention/access maintained problem behavior Nearpod Code: HDWGV	Grow, Carr, & LeBlanc, 2009 (1).pdf Download	Quiz 20 Nearpod Code: HDWGV Article summary 7
Th Apr 02 Thursday	Zoom link: https://byu.zoom.us/j/230957524 Least Restrictive Behavior Interventions Manual (LRBI)	LRBIManualWeb (2).pdf Download	Evidence Based Practice Identification
Week 14			
T Apr 07 Tuesday	Tier 3 Support: Managing the cycle of acting out in classroom (aggression cycle)	https://apbs.webex.com/apbs/lst.php?RCID=8967440e473d4642bd88b10ad5a00b92	Self-Assessment Observation
Th Apr 09 Thursday	Ethics Zoom link https://byu.zoom.us/j/371098989	fileDownload.php_field=7f1549ce-6g9A-WSX5-j6ld-Ut4d8ed3a283.pdf Download Code%20of%20Ethics (1).pdf Download	1 page summary of Webinar
Week 15			
T Apr 14 Tuesday	Wrap-up and open Q&A Zoom link: https://byu.zoom.us/j/92779430112		Continuum of positive consequences Exam Opens Continuum of reductive consequences Behavior Change Project II
W Apr 15 Wednesday	Exam Prep Day Final Exam: 341 MCKB 7:00pm - 10:00pm		Extra Credit FBA and BSP #2 Classroom Management Plan
Th Apr 16 Thursday	Winter Exam Preparation (04/16/2020 - 04/16/2020)		
F Apr 17 Friday	First Day of Winter Final Exams (04/17/2020 - 04/22/2020)		
Sa Apr 18 Saturday			
Week 16			
W Apr 22 Wednesday			Exam Closes