

Instructor/TA Info

Instructor Information

Name: Cade Charlton

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Course Information


Description

CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities

341 MCKB on TTH from 9:00AM - 10:15PM

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.

Materials

Item	Price (new)	Price (used)
 Behavior Modification - Required by Miltenberger, R	180.00	135.00

Prerequisites

Prerequisites that must be completed prior to enrollment in CPSE 443 include:

1. Acceptance into the BYU Special Education Program
2. Receive a passing grade in CPSE 410

Learning Outcomes

Principles of 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.

Effective classroom management

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

Addressing social needs

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	95%
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 less than a week late will be worth up to 50% of the points earned. Assignments submitted more than a week late will not be accepted, unless specifically exempted by University policy.

Participation Policy

Participation counts for approximately 10% of your grade in this course.

Examples of active participation:

- showing up on time for class
- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. The bulk of the participation points are awarded for participation at the end of the semester, but you will receive formative feedback on your participation on your quizzes. Each quiz invites you to share a description of your contributions to class during the previous session.

Assignments

Assignment Descriptions

Article Summary for Spencer, Detrich, & Slocum

EBP Article Review .docx [Download \(plugins/Upload/fileDownload.php?fileId=57fea661-g3fr-b8Se-Ols2-oY592c886dbb&pubhash=S0DvXPEXgWlxA0yQAQM1HvaGAc3BfyTfGrde0PJv81eT4LETyG0DWnkRysklbQZhKHb26nf0stKbKA4K-GDBw==\)](#)

Study Guide Ch. 16

Jan
15

Due: Tuesday, Jan 15 at 9:00 am

Article Summary for Gresham & Gresham

Jan
24

Due: Thursday, Jan 24 at 9:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph)
2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes.
1 pt

AFIRM DTT Module

Feb
05

Due: Tuesday, Feb 05 at 9:00 am

Complete the AFIRM Module on DTT

Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/discrete-trial-training> (<http://afirm.fpg.unc.edu/discrete-trial-training>)

Upload your certificate to LS

DTT Program

Feb
12

Due: Tuesday, Feb 12 at 11:59 pm

Write a program description for a discrete trial activity using the following template

Model DTT - Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=896ec487-G07f-e5Ow-bm2Q-aN9d1afe1cd9&pubhash=rwIUfaJWZl6ajfkI549aniyNF8kXeie99NqpFXNm6feMjBwHwJ0Ht4yB4IVhBhQ6kP1wbGC2ADQGYLL2PFUA==\)](#)

Film a brief 5min video (must include at least 10 trials and one error correction) of you using your program with

Article Summary for Kuhn et al.**Feb
14**

Due: Thursday, Feb 14 at 9:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph)
2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes.
1 pt

Observation 1**Feb
14**

Due: Thursday, Feb 14 at 11:59 pm

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ltBSfDjQ3oE9Z9gHTyDpg9-Q5uBVaK9YQ11lsA==\)](#)

Midcourse Evaluation**Feb
21**

Due: Thursday, Feb 21 at 11:59 pm

Please take 5 minutes to complete the midcourse evaluation.

443 Midterm**Feb
26**

Due: Tuesday, Feb 26 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.

Article Summary for Schreibman et al.,**Feb
26**

Due: Tuesday, Feb 26 at 9:00 am

Please read the assigned article and submit on LS a written document with:

3. Describe in detail the intervention under investigation in the article (no less than one paragraph)
2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes.
1 pt

Observation 2

Feb
28

Due: Thursday, Feb 28 at 9:00 am

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ltBSfDjQ3oE9Z9gHTyDpg9-Q5uBVaK9YQ11IsA==\)](#)

Study Guide Ch. 20

Feb
28

Due: Thursday, Feb 28 at 9:00 am

Study Guide 9 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=04dd1b40-c3dJ-mWhv-9MTF-Fzbc9b38e48e&pubhash=uoSaHjbAfOsYTcW082ALy5saoX6YgZdAZ-0egWt-cMmhyPFLaLyjp8t_PwTvSXzW0PwKug1mih3Mv_T5LzGCcQ==\)](#)

Rubric 443 Study Guide Ch20.docx [Download \(plugins/Upload/fileDownload.php?fileId=92d4cbe6-wSbt-74is-3fKK-Lc8f21bfa116&pubhash=EUskznYfq-RBK-toDKR6VDxbK52G8Qgik3DAURQqiCqpysY4QQ3tLPHYLPdGkoQJ9HxZ8yxqDzH043tHug73w==\)](#)

Lesson Plan on Social Skills

Mar
07

Due: Thursday, Mar 07 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 \(plugins/Upload/fileDownload.php?fileId=1518b233-mGtR-AztV-ULxn-LDcc8f47d055&pubhash=qgor0brsJ1iqW1JEjhZsAM4HPiW4X3_uGk_kqOUZnh1k8tfhKk0w1sAOL1aMBh6o-1mApG_6zg8B-LjWEJw9Q==\)](#)

EXAMPLE initiation Social Skills Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=8c0bf8d5-1imP-TUNA-4Xwa-Px6e6d008344&pubhash=JkRjIONeo_jqmw7rcozAWRUkjKXcMUw9nDIRPfnPbLpIQWE_GIUsieFaUZZkIXdmahdMwqBYb9BkM_WrjcDRcw==\)](#)

Study Guide Ch. 15

Mar
07

Due: Thursday, Mar 07 at 11:59 pm

Mar
12

Due: Tuesday, Mar 12 at 9:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph)
2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes.
1 pt

Observation 3

Mar
14

Due: Thursday, Mar 14 at 9:00 am

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ltBSfDjQ3oE9Z9gHTyDpg9-Q5uBVaK9YQ11sA==\)](#)

Article Summary for Carr & Durand, 1985

Mar
14

Due: Thursday, Mar 14 at 9:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph)
2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes.
1 pt

Study Guide Ch. 23

Mar
19

Due: Tuesday, Mar 19 at 9:00 am

Mar
21

Due: Thursday, Mar 21 at 9:00 am

Study Guide Ch. 17**Mar**
26

Due: Tuesday, Mar 26 at 9:00 am

You are a teacher at a new school in Nowheresville, Utah. Your principal says that there are a number of incoming students with significant social behavior problems. In response, the school board has decided 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. Your principal doesn't like this plan, but needs your help to craft a thoughtful, persuasive response to the board.

Please write a response email to your principal that he can read to the school board. In your response, please identify two potential problems with this approach based on content from Chapter 17. In addition, please provide a clear alternative that is empirically-supported and addresses the core concerns that you identified in your critical analysis of the proposed time out procedure in the gym.

Observation 4**Apr**
02

Due: Tuesday, Apr 02 at 9:00 am

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ltBSfDjQ3oE9Z9gHTyDpg9-Q5uBVaK9YQ11lsA==\)](#)

Article Summary for Ross & Horner 2009**Apr**
04

Due: Thursday, Apr 04 at 9:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Parent Interview**Apr**
09

Due: Tuesday, Apr 09 at 11:59 pm

- Conduct an interview with a parent with a child with a severe disability using the Verbal Behavior Assessment Form on p. 111
- Writeup a short 1-2 pg. summary of your findings that includes
 - The strengths of the child
 - 1-2 key deficits in their VB
 - 1-2 recommendations for services

Staff Training Presentation

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Instructions for Staff Training Presentation

1. Select one of the behavior management strategies from the Least Restrictive Behavior Interventions manual.
2. Develop a 10 min presentation for your classmates (assume they are colleagues in your school who need to use this strategy with your student(s)) using Behavioral Skills Training (see Miltenberger Chapter 12, pp. 225-230). Behavioral Skills Training includes:
 - Instructions - Describe the target behavior (if appropriate, include a task analysis) and explain the rationale for the use of this strategy (i.e., why it is important).
 - Modeling - Demonstrate the strategy using examples and non-examples (if appropriate provide a fidelity checklist)
 - Rehearsal - Program opportunities to practice the strategy
 - Feedback - Provide specific feedback immediately after the rehearsal and present a method to monitor treatment integrity (including opportunities for self-evaluation)

[Presentation Signup Sheet \(https://docs.google.com/spreadsheets/d/14DQi86945Z7ITtBWA4eygSlm_kWiY8vQShB0fgCtG7E/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/14DQi86945Z7ITtBWA4eygSlm_kWiY8vQShB0fgCtG7E/edit?usp=sharing)

Grading rubric

Each component of the presentation is worth 2 points. If you are presenting with more than one person, each person will receive an independent score on the assignment. Therefore, each person must participate in each component of the presentation to receive full points.

Component	0	1	2
Instructions	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Information about the utility of the practice is shared, but it lacks supporting evidence. The task analysis/procedures are not clear.	<i>Fully developed.</i> A strong case is made for using the procedure based on data, case studies, and/or logic. The benefits of the procedure for school stakeholders are presented, ethical issues considered, and the limits of the use of the procedure defined. The task analysis is specific.
Modeling	<i>Missing or incorrect.</i>	<i>Partially developed.</i> The task analysis is incomplete or overly complicated. The key features of the procedure are inaccurately portrayed in models or the modeling lacks detail.	The model(s) is consistent with the task analysis. Multiple Examples and non-examples are provided across multiple contexts/situations.

Practice	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Unclear instructions are provided or the model did not specify specific skills. Feedback is not specific.	<i>Fully developed.</i> Your peers are actively involved in the presentation and have multiple opportunities to practice or discuss the skill/procedure with appropriate feedback.
Evaluation	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Data collection procedures are mentioned but not clearly described or practiced.	<i>Fully developed.</i> Your peers practice collecting data on the use of the practice and participate in self-evaluation.
Clarity	The presentation was <i>poorly delivered, ill-developed, and/or confusing.</i>	<i>Partially developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.	<i>Fully developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.

Intelligent Lives

Apr
12

Due: Friday, Apr 12 at 11:59 pm

Students who choose to attend the free screening of Intelligent Lives hosted by the BYU SCEC will be eligible for extra credit. If you cannot attend this screening and would like to receive the points you can attend any of the events below.

- Cluff Lecture
- Mentored Research Conference (must present)
- Dinner with a principal

Please describe the event you attended. Include a description of how attending the event expanded your understanding of the learning outcomes of this course.

Standard formatting. No longer than 1-page.

Classroom Management Plan

Apr
16

Due: Tuesday, Apr 16 at 11:59 pm

Management Plan Assignment 8Mar19.docx [Download \(plugins/Upload/fileDownload.php?fileId=b742fc33-oEqI-7b3v-hQNF-VB37ec3c45d6&pubhash=vux32X0VNSiwMaNdF_t5oGfy4RWhjZ0YvcsbMx7IC8L8yPULeJLysVJ5AWKn7hp7RdXkv417-8mo7OQpAx0cw==\)](https://learningsuite.byu.edu/view/42KGRFCfoEp5.html#instructorInfor...)

443 Final Exam

Apr
24

Due: Wednesday, Apr 24 at 11:59 pm

Participation

Apr
24

Due: Wednesday, Apr 24 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Exams	42.57%
Study Guides	5.94%
Article Summaries	13.86%
Observations	7.92%
Final Project	13.86%
Other Assignments	15.84%
Extra Credit	0%

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

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	Readings & Assignment
Week 1		
T Jan 08 Tuesday	<p>Devotional: President and Sister Worthen, President of Brigham Young University</p> <p>Course Introduction</p> <p>Assignments</p> <p>Conditions for Learning</p>	<p>443 Prayer & Spiritual Thought Sign-up</p>
Th Jan 10 Thursday	<p>MTSS Overview</p> <ul style="list-style-type: none"> • Purpose • Core Principles • Definitions of the Tiers 	<p>Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. <i>Education and Treatment of Children</i>, 35(2), 127-151. EBP Framework.pdf Download</p> <p>Read: Bogus Science.pdf Download</p> <p>Complete: UMTSS Overview Module</p> <p>Article Summary for Spencer, Detrich, & Slocum</p>
Week 2		
T Jan 15 Tuesday	<p>Devotional: Dieter F. Uchtdorf, Quorum of the Twelve Apostles</p> <p>Antecedent Interventions</p> <ul style="list-style-type: none"> • Manipulations that evoke desired response • Manipulations that prevent problem behavior 	<p>Read: Behavior Modification Ch. 16</p> <p>Read: LRBI Manual III (p. 19-23)</p> <p>Study Guide Ch. 16</p>
Th Jan 17 Thursday	<p>Tier I -- Clear Expectations</p> <ul style="list-style-type: none"> • Communicating Rules and Expectations • Explicit Teaching of Expectations 	<p>Read: Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Education & Treatment of Children</i>, 31(3), 351-380.</p> <p>Review: Supporting and Responding to Behavior p. 4, 9</p> <p>Review: PBIS Tier I Supports</p>
Week 3		

T Jan 22 Tuesday	<p>Devotional: Lawrence E. Corbridge, General Authority Seventy</p> <p>Tier I -- Clear Expectations</p> <ul style="list-style-type: none"> • Scheduling • Routines • Environmental Arrangement 	<p>Review: Supporting and Responding to Behavior p. 4, 7-8</p> <p>Read: Spriggs, A. D., Mims, P. J., Dijk, W. V., & Knight, V. F. (2017). Examination of the Evidence Base for Using Visual Activity Schedules With Students With Intellectual Disability, <i>The Journal of Special Education</i>, 51(1), 14-26. https://doi.org/10.1177/0022466916658483</p>
Th Jan 24 Thursday	<p>Tier I -- Recognition</p> <ul style="list-style-type: none"> • Behavior Specific Praise • Group Contingencies • The Good Behavior Game 	<p>Review: Supporting and Responding to Behavior p. 4, 12</p> <p>Read: LRBI Manual IV (p. 31)</p> <p>Read: Gresham & Gresham 1982</p> <p>Read: Tingstrom, D. H., Sterling-Turner, H. E., & Wilczynski, S. M. (2006). The good behavior game: 1969-2002. <i>Behavior Modification</i>, 30(2), 225-253. doi:10.1177/0145445503261165</p> <p>Article Summary for Gresham & Gresham</p>
Week 4		
T Jan 29 Tuesday	<p>Forum: Matt Luhn, Story and Branding Consultant for Pixar</p> <p>Tier I -- Skill Building</p> <ul style="list-style-type: none"> • Opportunities to Respond • Effective Error Correction 	<p>Review: Supporting and Responding to Behavior p. 4, 11, 15</p> <p>Read: Precision Commands_LRBI.pdf Download</p> <p>Read: Precision Requests.pdf Download</p>
Th Jan 31 Thursday	<p>Discrete Trial Teaching</p> <p>NO CLASS - CEC</p>	<p>Watch: Using Prompts in DTT & Reinforcement Strategies</p> <p>Complete: Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/discrete-trial-training</p> <p>- Upload certificate to learning suite</p>
Week 5		
T Feb 05 Tuesday	<p>Devotional: Ulisses Soares, Quorum of the Twelve Apostles</p> <p>Designing DTT Programs</p>	<p>AFIRM DTT Module</p> <p>Chapter 10: ABA & Discrete Trial Training</p> <p>Read: Introduction to ABA/DTT pgs. 311-325; Features of ABA/DTT pgs. 330-334</p>

Week 6		
T Feb 12 Tuesday	Devotional: Carrie Roberts, Head Women's Golf Coach Incidental Teaching Submit DTT program and video	Read: BeyondDTT.pdf Download DTT Program
Th Feb 14 Thursday	Staff and Parent Training	Read: Behavior Modification Ch. 12 Read: Kuhn et al. 2003 Article Summary for Kuhn et al. Observation 1 443 Midterm Opens
Week 7		
M Feb 18 Monday	Presidents Day	
T Feb 19 Tuesday	Monday Instruction	
Th Feb 21 Thursday	NO CLASS - APBS Midterm Exam NO CLASS - use the time to complete your midterm.	Midcourse Evaluation
Week 8		
T Feb 26 Tuesday	Forum: Dr. Kay Jamison, Clinical Psychologist and Author Tier II - Intensive Feedback & Modeling <ul style="list-style-type: none"> • Check-In / Check-Out • Video Modeling 	Read: Schriebman et al. 2000 Read: Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., Ross, S. W. (2016). A systematic review of the empirical support for Check-In Check-Out. <i>Journal of Positive Behavior Interventions</i> , 18(2), 74-88. doi: 10.1177/1098300715595957 443 Midterm Closes Article Summary for Schriebman et al.,
Th Feb 28 Thursday	Tier II -- Self-Management	Read: Behavior Modification Ch. 20 Study Guide Ch. 20 Observation 2
Week 9		
T Mar 05 Tuesday	Devotional: Performance Devotional Tier II -- Social Skills Instruction	Read: Getting More From Social Skills.pdf Download
Th Mar 07 Thursday	Tier II -- Differential Reinforcement	Read: Behavior Modification Ch. 15 Lesson Plan on Social Skills Study Guide Ch. 15
Week 10		

T Mar 12 Tuesday	<p>Devotional: Carlos A. Godoy, General Authority Seventy</p> <p>Tier II -- Peer Tutoring</p>	<p>Read:</p> <ul style="list-style-type: none"> • Mortweet et al. 1999 • CEEDAR Center, EBP for students with Severe disabilities, Peer Tutoring.pdf Download • Collins, 2002.pdf Download <p>Article Summary for Mortweet et al.</p>
Th Mar 14 Thursday	<p>Tier II - Functional Communication Training</p>	<p>Read: Carr & Durand 1985</p> <p>Article Summary for Carr & Durand, 1985 Observation 3</p>
Week 11		
T Mar 19 Tuesday	<p>Devotional: Randall K. Bennett, General Authority Seventy</p> <p>Tier II -- Behavior Contracting</p>	<p>Read: Behavior Modification Ch. 23</p> <p>Read: Bowman-Perrott, L., Burke, M. D., de Marin, S., Zhang, N., & Davis, H. (2015). A meta-analysis of single-case research on behavior contracts: Effects on behavioral and academic outcomes among children and youth. <i>Behavior Modification</i>, 39(2), 247-269. doi: 10.1177/0145445514551383</p> <p>Study Guide Ch. 23</p>
Th Mar 21 Thursday	<p>Department Colloquium - David Matolak</p> <p>Respondent Relations</p> <p>Fear & Anxiety Reduction</p>	<p>Read: Behavior Modification Ch. 24</p> <p>Review: Behavior Modification Ch. 8</p> <p>Study Guide Ch. 24</p>
Week 12		
T Mar 26 Tuesday	<p>Forum: Dr. Sugata Mitra, Professor of Educational Technology at Newcastle University</p> <p>Tier III -- Punishment and Aversives</p> <ul style="list-style-type: none"> • Time Out • Response Cost • Office Discipline Referrals (ODRs) 	<p>Read: Behavior Modification Ch. 17</p> <p>Consent Form - Davis</p> <p>Study Guide Ch. 17</p>
Th Mar 28 Thursday	<p>Winter Instructor Ratings Open</p> <p>Ethics of Punishment</p>	<p>Read: Behavior Modification Ch. 18</p>
Week 13		
T Apr 02 Tuesday	<p>Devotional: Jason Carroll, School of Family Life</p>	<p>Read: LRBI Manual p. 57-61</p> <p>Observation 4</p>

Th Apr 04 Thursday	Bullying & Systemic Bully Prevention	<p>Read: Ross & Horner 2009</p> <p>Read: Ross, Sabey, Lund, & Charlton, 2017 p. 23-26 - Ross et al 2017 book chapter.pdf Download</p> <p>Article Summary for Ross & Horner 2009</p>
Week 14		
T Apr 09 Tuesday	<p>Devotional: M. Joseph Brough, Young Men General Presidency</p> <p>Toilet Training & Bathroom Behavior</p>	<p>Read: Kroeger, K. A., & Sorensen-Burnworth, R. (2009). Toilet training individuals with autism and other developmental disabilities: A critical review. <i>Research in Autism Spectrum Disorders</i>, 3, 607-618. doi:10.1016/j.rasd.2009.01.005</p> <p>Parent Interview</p>
W Apr 10 Wednesday		
Th Apr 11 Thursday	Presentations	Staff Training Presentation
F Apr 12 Friday		Intelligent Lives
Week 15		
T Apr 16 Tuesday	<p>Unforum</p> <p>Presentations</p>	Classroom Management Plan 443 Final Exam Opens
Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)	
F Apr 19 Friday	<p>First Day of Winter Final Exams (04/19/2019 - 04/24/2019)</p> <p>Final Exam: 341 MCKB 7:00am - 10:00am</p>	
Week 16		
W Apr 24 Wednesday		443 Final Exam Closes Participation