

Instructor/TA Info

Instructor Information

Name: Cade Charlton
Office Location: 340-N MCKB
Office Phone: 801-422-1238
Email: cade_charlton@byu.edu

Course Information

Description

CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities
355 MCKB on TTH from 8:00AM - 9:15PM

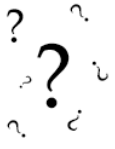
Principles, procedures, and strategies for classroom behavior management, programming instruction, verbal and non-verbal assessment of social behavior, social skills development, and learning environment enhancement for students with severe disabilities. This is a required course for special education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

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

Materials

Item	Price (new)	Price (used)
 <u>Behavior Modification - Required</u> by Miltenberger, R	179.97	135.00

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

Grades	Percent
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

Placement Test

Jan
07 Due: Tuesday, Jan 07 at 9:15 am

Please complete this ungraded test before you leave class today. This "quiz" is not graded and will be used to determine adjustments to make to the syllabus this week.

Article Summary for Spencer, Detrich, & Slocum

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

EBP Article Review .docx [Download \(plugins/Upload/fileDownload.php?fileId=57fea661-g3fr-b8Se-Ols2-oY592c886dbb&pubhash=S0DvXPEXxgWlxA0yQAQM1HvaGAc3BfyTfGrde0PJv81eT4LETyG0DWnkRyskIbQZhKHb26nf0stKbKA4K-GDBw==\)](#)

Study Guide Ch. 16

Jan
23 Due: Thursday, Jan 23 at 8:00 am

Article Summary for Gresham & Gresham

Jan
28 Due: Tuesday, Jan 28 at 8:00 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
Due: Tuesday, Feb 11 at 8:00 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

13

Due: Thursday, Feb 13 at 11:59 pm

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

Model DTT - Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=896ec487-G07f-e5Ow-bm2Q-aN9d1afe1cd9&pubhash=rwllUfaJWZl6ajfkll549aniyNF8kXeie99NqpFXNm6feMjBwHwJ0Ht4yB4IVhbhQ6kP1wbGC2ADQGYLL2PFUA==\)](#)

THERE IS NO VIDEO REQUIRED FOR THE DTT LESSON PLAN.

Article Summary for Kuhn et al.

Feb

20

Due: Thursday, Feb 20 at 8:00 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

Midcourse Evaluation

Feb

25

Due: Tuesday, Feb 25 at 11:59 pm

Please take 5 minutes to complete the midcourse evaluation.

Article Summary for Schreibman et al.,

Feb

27

Due: Thursday, Feb 27 at 8:00 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

443 Midterm

Feb

27

Due: Thursday, Feb 27 at 8:00 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.

Observation 1

Feb

28

Due: Friday, Feb 28 at 11:59 pm

Behavior Change Project #1

Feb
28

Due: Friday, Feb 28 at 11:59 pm

Behavior Change Project #1 Assignment Description CPSE 442

The purpose of this assignment is to provide you an opportunity to practice the skills associated with changing behavior, including collecting and graphing data and making decision based on the data you collect.

If you can do this as part of your FBA/BSP assignment (i.e., In a school with a real student problem behavior), follow steps 1-7 below.

If you cannot do this as part of your FBA/BSP assignment, follow steps 1, 3-7 and disregard the FBA part of the step 3.

For this assignment choose a low-intensity (Tier1) behavior to change.

To complete this assignment, do each of the following:

1. Select a problem behavior you can directly observe in a situation that you can control. This could include a student's problem behavior at school, a roommate's problem behavior at home, or your own behavior.
2. Conduct a brief functional behavior assessment that includes an indirect assessment (i.e., interview with a relevant stakeholder) and a descriptive assessment (i.e., direct observation in the target environment). If you are changing your own you need to interview someone else rather than relying on introspection.
3. Design a BIP based on your brief-FBA that includes low-intensity (Tier I or II) antecedent (i.e., alter the environment or reteach expectations) and consequence manipulations (i.e., increase praise rate). Your choice of interventions should be supported by contextual factors (e.g., teacher skills and preferences), client values, and the best-available evidence.
4. Propose strategies for implementing the plan, ensuring staff and student safety, and monitoring outcomes (e.g., implementation fidelity and student performance). All of these sections are included on the template. You do not need to complete the generalization section of the template for this assignment
5. Implement your plan with fidelity and gather progress monitoring data. Graph your results.
6. Analyze your results including what went well, what didn't go well, and what you plan to do moving forward.
7. Be sure to submit your low-intensity BIP, graph(s), and analysis of the results on LS.

Study Guide Ch. 20

Mar
05

Due: Thursday, Mar 05 at 8:00 am

Study Guide 9 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=04dd1b40-c3dJ-mWhv-9MTF-Fzbc9b38e48e&pubhash=uoSaHjBfOsYtCW082ALy5saoX6YgZdAZ-0egWt-cMmhyPFLaLyjp8t_PwTvSXzW0PwKug1mih3Mv_T5LzGCcQ==\)](#)
Rubric 443 Study Guide Ch20.docx [Download \(plugins/Upload/fileDownload.php?fileId=92d4cbe6-wSbt-74is-3fKK-Lc8f21bfa116&pubhash=EUskznYfq-RBK-toDKR6VDxbK52G8Qgik3DAURQqiCqpysY4QQ3tLPHYLPkdGkoQJ9HxZ8yxqDzH043tHug73w==\)](#)

Lesson Plan on Social Skills

Mar
10

Due: Tuesday, Mar 10 at 8:00 am

Complete the social skills lesson plan

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

2. Social Skills Lesson Plan Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=1518b233-mGtR-AztV-ULxn-LDcc8f47d055&pubhash=qgor0brsJ1iqW1JEjhZsAM4HPiW4X3 -uGKk qOUZnh1k8tfhKk0w1sAOL1aMBh6o-1mApg_6zg8B-LjWEJw9Q==\)](#)
EXAMPLE initiation Social Skills Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=8c0bf8d5-1imP-TUNA-4Xwa-Px6e6d008344&pubhash=JkRjIONeo_jqmw7rcozAWRUkjKXcMUw9nDIRPfNPbLpLQWE_GIUsieFaUZZkIXdmahdMwqBYb9BkM_WrjcDRcw==\)](#)

Study Guide Ch. 15

Mar
10

Due: Tuesday, Mar 10 at 8:00 am

Article Summary for Mortweet et al.

Mar
12

Due: Thursday, Mar 12 at 8:00 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

Article Summary for Carr & Durand, 1985

Mar
17 Due: Tuesday, Mar 17 at 8:00 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: Thursday, Mar 19 at 8:00 am

Study Guide Ch. 24

Mar
24 Due: Tuesday, Mar 24 at 8:00 am

Study Guide Ch. 17

Mar
26 Due: Thursday, Mar 26 at 8:00 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 the proposed time-out room based on Chapter 17 and provide an alternative intervention that is empirically-supported. Make it clear how this alternative intervention overcomes the problems you identified in your critical analysis of the board's approach. Given that the school board does not have your training in Applied Behavior Analysis your email will need to be conceptually consistent without using the terms reinforcement, reinforcer, or reinforce. Please avoid all other technical terms that might be unfamiliar to your audience.

Article Summary for Ross & Horner 2009

Apr
07 Due: Tuesday, Apr 07 at 8:00 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

Classroom Management Plan

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

Parent Interview

Apr
14

Due: Tuesday, Apr 14 at 11:59 pm

- Download the document – Getting Started with the Verbal Behavior Approach
VerbalBehaviorApproach.pdf [Download \(plugins/Upload/fileDownload.php?filed=6b305716-xbN1-ZdwE-BgCX-oo24d625b926&pubhash=XH-M7LMnTYdVWMceey5hrQ4Vy4kSs-m-yO5p3kCNOVCWp5WHSHSj_YdpeukpErYTqMHa1eT_bhgOldTea1w_w==\)](https://www.dropbox.com/s/6b305716-xbN1-ZdwE-BgCX-oo24d625b926&pubhash=XH-M7LMnTYdVWMceey5hrQ4Vy4kSs-m-yO5p3kCNOVCWp5WHSHSj_YdpeukpErYTqMHa1eT_bhgOldTea1w_w==)
- 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
14

Due: Tuesday, Apr 14 at 11:59 pm

Instructions for Staff Training Presentation

1. Pick a partner from class with whom you will develop and co-present your training.
2. Select one of the behavior management strategies from the Least Restrictive Behavior Interventions manual.
3. Develop a 15 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 poorly delivered, ill-developed, and/or confusing.	<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.

Observation 2

Apr
14

Due: Tuesday, Apr 14 at 11:59 pm

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ItBSfDJq3oE9Z9gHTyDpg9-Q5uBVaK9YQ11lsA==\)](#)

Observation 3

Apr
14

Due: Tuesday, Apr 14 at 11:59 pm

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDgW4UHApv_OKixfvv7ItBSfDJq3oE9Z9gHTyDpg9-Q5uBVaK9YQ11lsA==\)](#)

Participation

Apr
15

Due: Wednesday, Apr 15 at 11:59 pm

443 Final Exam

Apr
22

Due: Wednesday, Apr 22 at 11:59 pm

This exam is closed book. You will answer approximately 60 questions. Questions will include multiple choice, true/false, matching, and short answer.

Point Breakdown

Categories	Percent of Grade
Exams	42.57%
Study Guides	5.94%
Article Summaries	13.86%
Observations	1.98%
Final Project	13.86%
Other Assignments	21.78%
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. 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	Topics & Standards	Readings & Assignments
Week 1		
T Jan 07 Tuesday	Course Introduction Assignments	443 Prayer & Spiritual Thought Sign-up Placement Test
Th Jan 09 Thursday	Evidence-Based Practice <ul style="list-style-type: none"> Narrow vs broad view Selecting empirically supported treatments 	Read: <ul style="list-style-type: none"> 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 Bogus Science.pdf Download Article Summary for Spencer, Detrich, & Slocum
Week 2		
T Jan 14 Tuesday	MTSS Overview <ul style="list-style-type: none"> Purpose Core Principles Definitions of the Tiers 	Read: LRBI Manual III (p. 19-23) Do: <ul style="list-style-type: none"> Complete UMTSS Introduction Module
Th Jan 16 Thursday	Review of FBA practices and introduction to BSP/BIP development GUEST LECTURE: Dr. Sabey Combined with M/M	Read: <ul style="list-style-type: none"> Functional Behavior Assessments and Behavior Support Plans .pdf Download
Week 3		
M Jan 20 Monday	Martin Luther King Jr Day	
T Jan 21 Tuesday	Tier I -- Clear Expectations <ul style="list-style-type: none"> Communicating Rules and Expectations Explicit Teaching of Expectations 	Review: Supporting and Responding to Behavior p. 4, 9 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. 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
Th Jan 23 Thursday	Tier I -- Clear Expectations <ul style="list-style-type: none"> Antecedent Interventions Scheduling Routines Environmental Arrangement 	Read: Behavior Modification Ch. 16 Review: PBIS Tier I Supports Review: Supporting and Responding to Behavior p. 4, 7-8 Study Guide Ch. 16
Week 4		

T Jan 28 Tuesday	<p>Tier I -- Recognition</p> <ul style="list-style-type: none"> • Behavior Specific Praise • Group Contingencies • The Good Behavior Game 	<p>Read:</p> <ul style="list-style-type: none"> • Gresham & Gresham 1982 • LRBI Manual IV (p. 31) • Bowman-Perrott, L., Burke, M. D., Zaini, S., Zhang, N., & Vannest, K. (2016). Promoting Positive Behavior Using the Good Behavior Game: A Meta-Analysis of Single-Case Research. <i>Journal of Positive Behavior Interventions</i>, 18(3), 180–190. doi:10.1177/1098300715592355 • 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>Review:</p> <ul style="list-style-type: none"> • Supporting and Responding to Behavior p. 4, 12 <p>Article Summary for Gresham & Gresham</p>
Th Jan 30 Thursday	<p>Tier I -- Skill Building</p> <ul style="list-style-type: none"> • Opportunities to Respond • Effective Error Correction 	<p>Read:</p> <ul style="list-style-type: none"> • Precision Commands_LRBI.pdf Download • Precision Requests.pdf Download <p>Review:</p> <ul style="list-style-type: none"> • Supporting and Responding to Behavior p. 4, 11, 15
Week 5		
T Feb 04 Tuesday	<p>Devotional: Bonnie H. Cordon, Young Women General President</p> <p>Discrete Trial Teaching</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>
Th Feb 06 Thursday	<p>CEC Convention - No Class</p> <p>Designing DTT Programs</p>	<p>Watch: Using Prompts in DTT & Reinforcement Strategies</p> <p>Complete: Sam, A., & AFIRM Team. (2016). <i>Discrete Trial Training</i>. 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 6		
T Feb 11 Tuesday	Discrete Trial Teaching	AFIRM DTT Module
Th Feb 13 Thursday	<p>Incidental Teaching</p> <p>Submit DTT program and video</p>	<p>Read: BeyondDTT.pdf Download</p> <p>DTT Program</p>
Week 7		
T Feb 18 Tuesday	Monday Instruction	
Th Feb 20 Thursday	Staff and Parent Training	<p>Read: Behavior Modification Ch. 12. 223-234 (examples of BST - BST in groups)</p> <p>Read: Kuhn et al. 2003</p> <p>Article Summary for Kuhn et al.</p> <p>443 Midterm Opens</p>
F Feb 21 Friday		
Week 8		
T Feb 25 Tuesday	<p>Forum: Marcus Roberts, Jazz Pianist</p> <p>Midterm Exam</p> <p>NO CLASS - use the time to complete your midterm.</p>	Midcourse Evaluation

Th Feb 27 Thursday	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 Article Summary for Schriebman et al., 443 Midterm Closes
F Feb 28 Friday		Observation 1 Behavior Change Project #1
Week 9		
T Mar 03 Tuesday	Tier II -- Social Skills Instruction	Read: Getting More From Social Skills.pdf Download
Th Mar 05 Thursday	Tier II -- Self-Management	Read: Behavior Modification Ch. 20 Study Guide Ch. 20
Week 10		
T Mar 10 Tuesday	Tier II -- Differential Reinforcement	Read: Behavior Modification Ch. 15 Lesson Plan on Social Skills Study Guide Ch. 15
Th Mar 12 Thursday	Tier II -- Peer Tutoring	Read: <ul style="list-style-type: none"> • Mortweet et al. 1999 • CEEDAR Center, EBP for students with Severe disabilities, Peer Tutoring.pdf Download Article Summary for Mortweet et al.
Week 11		
T Mar 17 Tuesday	Devotional: Jack N. Gerard, General Authority Seventy Tier II - Functional Communication Training	Read: Carr & Durand 1985 Article Summary for Carr & Durand, 1985
Th Mar 19 Thursday	Tier II -- Behavior Contracting	Read: Behavior Modification Ch. 23 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 Study Guide Ch. 23
Week 12		
T Mar 24 Tuesday	Respondent Relations Fear & Anxiety Reduction NEAPOD CODE - PMYKU Zoom - https://byu.zoom.us/j/113473881	Read: Behavior Modification Ch. 24 Review: Behavior Modification Ch. 8 Study Guide Ch. 24
Th Mar 26 Thursday	Instructor Ratings Open Tier III -- Punishment and Aversives <ul style="list-style-type: none"> • Time Out • Response Cost • Office Discipline Referrals (ODRs) NEAPOD CODE - ARKME Zoom - https://byu.zoom.us/j/113473881	Read: Behavior Modification Ch. 17 Study Guide Ch. 17
Week 13		

T Mar 31 Tuesday	Function-based Treatments for Escape and Attention Maintained Problem Behavior Zoom - https://byu.zoom.us/j/113473881	Read: <ul style="list-style-type: none"> Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape maintained problem behavior: A treatment-selection model for practicing behavior analysts. <i>Behavior Analysis in Practice</i>, 3(1), 22-32. doi: 10.1007/BF03391755 Grow, L. L., Carr, J. E., & LeBlanc, L. A. (2008). <u>Treatments for attention-maintained problem behavior: Empirical support and clinical recommendations.</u> <i>Journal of Evidence-Based Practices for Schools</i>, 10(1), 70-92.
Th Apr 02 Thursday	Ethics of Punishment Preventing and Responding to Dangerous Behavior	Read: Behavior Modification Ch. 18 Read: LRBI Manual p. 57-61 Consent Form - Davis CEC Ethical Standards Utah Rule R277-515 BACB Code of Ethical Conduct
Week 14		
T Apr 07 Tuesday	Bullying & Systemic Bully Prevention	Read: Ross & Horner 2009 Read: Ross, Sabey, Lund, & Charlton, 2017 p. 23-26 - Ross et al 2017 book chapter.pdf Download Article Summary for Ross & Horner 2009
Th Apr 09 Thursday	Toilet Training & Bathroom Behavior	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
Week 15		
T Apr 14 Tuesday	Presentations	Observation 2 Observation 3 Parent Interview Staff Training Presentation Classroom Management Plan 443 Final Exam Opens
W Apr 15 Wednesday	Final Exam: 341 MCKB 7:00am - 10:00am	Participation
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		
T Apr 21 Tuesday		
W Apr 22 Wednesday		443 Final Exam Closes