

# Instructor/TA Info

## Instructor Information

**Name:** Terisa Gabrielsen

**Office Location:** 340-A MCKB

**Office Phone:** 801-422-5055

**Email:** terisa\_gabrielsen@byu.edu

## Course Information

### NASP Domains

(Downloaded 9/6/2013 from <http://www.nasponline.org/standards/practice-model/domains.aspx>) Refer to Schedule for linkage of domains to coursework.

### Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making and Accountability**

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

- **Domain 2: Consultation and Collaboration**

*School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

### Direct and Indirect Services for Children, Families, and Schools

#### Student-Level Services

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**

*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.*

#### Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**

*School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

- **Domain 6: Preventive and Responsive Services**

*School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

- **Domain 7: Family-School Collaboration Services**

*School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

### Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

- **Domain 9: Research and Program Evaluation**

*School psychologists have knowledge of research design, statistical measurement, varied data collection and*

*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

- **Domain 10: Legal, Ethical, and Professional Practice**

*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

## **School Psychology PRAXIS competencies**

### Data Based Decision Making and Accountability

#### 1. Problem identification

- a. Knows interview strategies
- b. Knows various observational strategies
- c. Understands appropriate use of background information (e.g. student records, medical records and reports, review of previous interventions, developmental history)
- d. Understands appropriate use and interpretation of screening measures and methods

#### 2. Assessment and problem analysis

- f. Knows appropriate use and interpretation of a functional behavioral assessment
- i. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics).
- j. Knows how to use information and technology resources to enhance data collection.
- k. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g. intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes).

#### 3. Knowledge of measurement theory and principles

- e. Is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures.

#### 4. Assessment of special populations

- c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments).

### Consultation and Collaboration

#### 1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services

- a. Knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services
- b. Knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational)
- c. Knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)

#### 2. Home/school/community collaboration (student level)

- a. Knows strategies for working with a student's family (e.g. building relationships, collaborating on intervention plans, promoting habits such as building healthy lifestyles)
- b. Knows strategies for working with community agencies/providers to support student's success

### Direct and Indirect Services for Children, Families, and Schools (Student-level services)

#### A. Interventions and Mental Health Services to Develop Social and Life Skills

##### 1. Primary, secondary, and tertiary preventive strategies

- a. Is familiar with common classroom organization and management techniques (e.g. time management, classroom rules, physical environment)
- b. Knows how to conduct individual and small-group programs (e.g., social skills, training, conflict resolution)
- c. Is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues

##### 2. School-based intervention skills/techniques

- b. Knows about appropriate intervention techniques for various developmental levels
- c. Understands applied behavioral analysis and intervention

### Systems Level Services

#### Preventive and Responsive Services

- 1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive

behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)

#### Foundations of School Psychological Service Delivery

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender, or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.
2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners
3. Recognizes the personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students
4. Recognizes the importance of promoting fairness and social justice in educational programs and services

#### Legal, ethical and professional practice

2. Legal issues related to the practice of school psychology
  - c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)
  - c. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

### **Class Schedule**

The class schedule is subject to change. You will be notified of any changes in advance through Learning Suite and by announcements in class. If any changes to the syllabus are necessary, you will also be notified by email to document the change. You will be asked to reply to the email to acknowledge receipt of the change information.

### **Reporting Suspected Child Abuse**

Reporting Suspected Child Abuse and Neglect

**Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)**

**Toll free number in Utah: 1-800-678-9399**

**Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.**

**All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.**

**It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.**

**During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.**

**Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information,**

refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse. [http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf) ([http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf))

**As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.**

### **Best Practices for Positive Behavior Intervention and Support (PBIS) - NASP**

Best Practices for Creating Safe and Successful Schools (Available online at: <https://www.nasponline.org/schoolsafetyframework>)

- 1 Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
- 2 Implement a MTSS that encompasses prevention, wellness promotion, and interventions that increase with intensity based on student need, and promote close school community collaboration.
- 3 Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school community partnerships into existing school initiatives.
- 4 Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans
  - (a) are relevant to the school context,
  - (b) reinforce learning,
  - (c) make maximum use of existing staff resources,
  - (d) facilitate effective threat assessment, and
  - (e) are consistently reviewed and practiced.
- 5 Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.
- 6 Employ effective, positive school discipline that
  - (a) functions in concert with efforts to address school safety and climate;
  - (b) is not simply punitive (e.g., zero tolerance);
  - (c) is clear, consistent, and equitable; and
  - (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline. (For further information with regards to school-to-prison pipeline refer to Discipline Procedures section of this document.)
- 7 Consider the context of each school and LEA and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
- 8 Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

### **Description**

This course is designed to prepare

- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others (with no prior formal behavioral training)

who work with children and developmentally disabled adults to perform

- competent functional behavior assessments and
- evidence-based behavioral intervention plans

in practicum and other applied settings at a level commensurate with first year, basic training for a Board Certified Behavior Analyst (BCBA).

### **Materials**

**Choose 1 of the following options:***Option 1: 1 Item*

Applied Behavior Analysis - Required  
by Copper, Heron, and Heward

**OR** *Option 2: 1 Item*

Applied Behavior Analysis, 3rd edition EText - Required

**OR** *Option 3: 1 Item*

Applied Behavior Analysis 3e - Required  
by Cooper, J

133.35

100.00



Functional Assessment and Program Development for Problem Behavior  
3e - Optional  
by O'Neill, R

150.00

112.50

**Prerequisites**

There are no formal prerequisites for this course. It is a graduate level course that may be taken by undergraduate students with permission from Dr. Gabrielsen and the student's major advisor. Undergraduate courses in behavior are offered through CPSE department.

**Learning Outcomes****Fundamental Knowledge of Applied Behavior Analysis**

Students will demonstrate knowledge of basic terminology, fundamental principles, and ethical applications of applied behavior analysis (ABA).

**Behavior Problem Solving**

Students will demonstrate comprehensive skills in high-quality functional behavior assessments, including observations, interviews, and consultation with students, families and educators.

**Behavioral Intervention Planning**

Using data from functional behavior assessments (FBA), students will demonstrate ability to create a behavioral intervention plan (BIP) for a student or child/adolescent that is evidence-based. The BIP will be implemented in a real-world setting and data collected, reported, and graphed to show effects. BIPs will also include planning for generalization.

**Progress Monitoring and Data-Based Decision Making**

Students will gather baseline behavioral data, intervention data, and generalization data and report effects of the intervention using narratives, graphics, and effect sizes. Students will monitor progress at throughout the intervention phase, making adjustments and changes if no effects or detrimental effects are observed.

**Writing**

Students will complete a written case study reporting and summarizing their work on an individual behavior change case throughout the semester.

**Professional Preparation**

Students will show competencies required by professional licensing bodies through written exams and in-class quizzes (e.a. BCBA licensing exam. School Psychology PRAXIS exam. EPPP psychology exam)

### **Informed and Appropriate Services for Diverse Students and Families**

Students will incorporate diverse perspectives of families and individuals as they gather data on functions of behavior and plan for developmentally sensitive and culturally responsive communication and intervention.

### **Grading Scale**

<b>Grades</b>	<b>Percent</b>
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### **Participation Policy**

Participation in this course will require you to bring behavioral case questions to the class discussion. The majority of these contributions will come from students in schools, but behavioral case questions from other settings are also important for you to bring to the group discussion. Your input and questions are integral to the learning process. The behavioral assessment process is heavily dependent on asking questions, so your learning and development will be contingent on your questions and participation in class. Your verbal input in class discussion is an important part of formative evaluation of your learning and competency.

### **Grading Policy**

Grading of each assignment will be based on the demonstrated competency of the stated learning objectives. Professionalism in presentation of oral and written material is always among the competency criteria. Items that are turned in for feedback only will be graded on completion, not quality. Items turned in for final grading will be graded on all criteria listed in the assignment according to the level of professionalism and competency demonstrated. It is expected that work completed in the early weeks of the course will demonstrate a lower level of competency than work completed at the end of the course. This means that grades in earlier assignments will likely be lower and will increase as students gain competencies and professionalism. I will give you opportunities to review your preparation and give feedback on assignments that carry the most weight on your grade (exams and end-of-semester projects and papers) if they are turned in at least a week prior to the deadline.

### **Attendance Policy**

The course will involve several observation and participation experiences outside of the regular classroom setting. These will be scheduled within the scheduled class time, and transportation to sites beyond walking distance from campus will be arranged with other class members in advance. Attendance at these field based learning sessions is expected on the same basis as attendance in the classroom. Missing any sessions will reduce your ability to meet the competency standards and expectations of the course.

### **Classroom Procedures**

The behavioral nature of this course requires that our own behavior be examined from time to time. We will discuss videos and readings assigned outside of class and participate in demonstrations of behavioral interventions during class. Your participation in these in-class activities is expected to elicit disagreement and the need for more in-depth discussion from time to time. These occasions are very important to your learning and mastery of the course objectives. It is critical that all discussions and disagreements be conducted with mutual respect for the instructor and fellow classmates. Failure to maintain this atmosphere of respect will impair your own learning and that of others.

### **Study Habits**

The texts for this course vary in difficulty, but all are critical to your understanding and mastery of course objectives and competencies. YOU CANNOT BE AN EFFECTIVE CLINICIAN OR TEACHER WITHOUT MASTERY OF BEHAVIORAL THEORY. It is therefore very important that you complete assigned readings and videos. Questions from the readings will be asked in each class session. If keeping to a consistent study schedule is difficult for you, consult with Dr. Gabrielsen about a personalized behavioral plan to help you keep up with the reading and illustrate behavioral principles

in an applied situation.

### Teaching Philosophy

This course is taught as if all students are preparing for the BCBA exam and/or a doctoral level of study. Although the majority of students are not in either of these categories, all students who take this course do so with the intention of intervening for behavioral change in students or clients. Because behavioral techniques are very powerful, partial mastery or omitting advanced theories are not ethical courses of action in training. Although the cases you choose to work on are intended to be simplified to match your status as a novice at behavioral assessment and intervention, most real life cases are complex. Seek consultation from field supervisors and Dr. Gabrielsen to ensure that you are applying what you have learned effectively and according to behavioral principles. Your grade is not the most important outcome from this class. Your ability to competently apply behavioral theory to best practices of assessment and intervention in behavior are the important outcomes.

### BCBA Competencies

The Cooper/Heron text, *Applied Behavior Analysis* contains a listing of all of the BCBA competencies to prepare for board certification. Please refer to the front and back fly leaves of your text and the listing of competencies listed in each chapter.

### HBLL Course Reserve Readings

Any course readings that are not in the text, freely available on the Internet, or available through HBLL will be placed on course reserves. In these cases, you will be given information on how to access course reserves.

HBLL Course Reserve Readings (<http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5587&page=docs>)  
password is gab614

### APA Guidelines

Please refer to Learning Suite (Content: APA Guidelines) for the following statements and reports issued by the APA regarding testing and assessment:

Committee on Psychological Tests and Assessment, American Psychological Association. (2007) Recent Developments Affecting the Disclosure of Test Data and Materials: Comments Regarding the 1996 Statement on the Disclosure of Test Data. Author.

## Assignments

### Assignment Descriptions

#### Restraint and Seclusion Video

Sep  
01

Due: Wednesday, Sep 01 at 11:59 pm

Watch the Restraint and Seclusion video posted under "Content"

#### Observations in Kindergarten and Pre-School

Sep  
15

Due: Wednesday, Sep 15 at 11:59 pm

ABC Observation and On-Task Observation:

Behavioral\_Observation\_Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=8335265e-N8NR-MtOx-GPUu-8Zcdb6fbef7c&pubhash=NpsnrXlgMBthfffOsPdBZDYilhpMKvw1sIVvODaSwVG5VADtNcGQXz7Xmu8ZKTGBMJFgXU8guqaMyE9xWPR0rQ==\)](http://docutek.lib.byu.edu/eres/coursepage.aspx?cid=5587&page=docs)

NOTE -- choose the population you have easy access to -- if possible, ABC + On-Task is great, but i will accept just ON-Task for school age children or just ABC for preschoolers. Bonus if you do 2 observations.

(1) Complete an ABC observation of one student in the Pre-school class at BYU (JFSB 1100). Observe for at least 15 min. in the booth, not the classroom. If the class goes outside, you may observe at recess, but you must stay up against the east wall and not interact, and you access the playground through the central doors, not the classroom doors.

(2) Complete a 15-minute On-Task Observation in the Kindergarten class (again, from the booth) at BYU or your own classroom.

(3) Write a one paragraph summary of your behavioral observations (See examples below). The Kindergarten observation is to be written up as observation of on-task behaviors with specific data regarding the target student, the peers, and a description of how the observation was made. On-task and off-task rates should be reported separately for each observation, and behaviors should be defined. You should also describe the conditions of the observation (behind a mirror, in the room, on video, etc.)

The ABC observations (pre-school or kindergarten recess) are to be written up as narrative of behaviors with summaries

or patterns observed in behaviors and their antecedents and consequences. If all behavior is similar, summarize. If there are distinctly different behaviors, discuss them separately. identify the Antecedents, Behaviors, and Consequences

explicitly.

**two paragraphs** -- one for each observation. Each paragraph will summarize the observation, with the On-Task paragraph summarizing the data collected on on-task rates for the target individual, the same gender class average, etc. The following samples are real student write-ups, so are not perfect, but were the highest scoring examples in their class. Neither has the benefit of 2 on-task observations, which you have. I expect you to discuss both observations and interpret what you observed based on the different samples. You can average them if you like as long as you report both observations individually. You don't have to average, especially if you think it would not be meaning ful.

Behavior Observation Write Up #2.docx [Download \(plugins/Upload/fileDownload.php?fileId=17206d73-D8pE-LpOc-mb6h-Mw68bcbf28ce&pubhash=cxMmp8kkIsoCUtWj5wflRP7EgUj7jPmet9r8q1iOlaKbjSCvTk8jjL-20h37Yus47jMp0q7NNue1saDZzbcgGQ==\)](#)

Behavior Observation Write Up Sample.docx [Download \(plugins/Upload/fileDownload.php?fileId=c918f775-PIO6-Utr-1hl5-uc26b956fa84&pubhash=J1IMwPuzcDSM4RTspE3u0e7E2\\_nnF7nelqCDAhbQUiQ9KYIPSILIZw\\_sK8u-Hh0\\_-JfDafiXG4LnP9447hd2A==\)](#)

### Parent Consent Form

Sep  
22

Due: Wednesday, Sep 22 at 11:59 pm

### Education Revolution at Somersworth HS

Sep  
29

Due: Wednesday, Sep 29 at 11:59 pm

Watch this 13 minute video about PBIS in a New Hampshire High School. If you would like to see more, there is a larger project called Who Cares About Kelsey (WCAK) with multiple excerpts on Vimeo under Dan Habib as the filmmaker. <http://vimeo.com/43931632> (<http://vimeo.com/43931632>)

### Functional Behavioral Assessment

Sep  
29

Due: Wednesday, Sep 29 at 11:59 pm

- Complete a FBA (including FAI interview and FAO observation data) to turn in for feedback. Use the formats discussed in class and/or illustrated in the O'Neill text. Be sure to include frequency and severity data.
- Be sure to get teacher data -- this can be with FAI or FACT
- Rate your FBA according to the TATE framework (found on *Functional Assessment Resources* Content Page)
- Turn in your preliminary data and interpretation of the Functional Behavior Assessment, including your hypothesis statement

### Case consultation @FBA

Sep  
29

Due: Wednesday, Sep 29 at 11:59 pm

You will receive these points after you have met with me to discuss your case, usually while you are in the process of your FBA.

### Behavioral Intervention Plan

Oct  
06

Due: Wednesday, Oct 06 at 11:59 pm



Using the data from your FBA and literature review, create Behavioral Intervention Plan prior to implementing the intervention. If you are in a practicum setting, consult with your practicum supervisor on the plan prior to turning it in.

Turn in the TATE form, rating your BIP form completeness and detail. Make sure you begin your BIP with the hypothesis statement from the FBA (and identified as such). Also, list references to give evidence for the effectiveness and appropriateness of the intervention you have chosen. The plan MUST have an antecedent strategy listed along with any other strategy.

The plan must identify WHO will be implementing each element of the BIP, including data collection.

The plan must include a crisis plan (what to do if everything goes wrong) and a generalization plan.

### Report topic of literature review

Oct  
13

Due: Wednesday, Oct 13 at 11:59 pm

Based on your FBA, choose a topic to research that may provide you with ideas for intervention for your case study. Report the topic and provide at least 3 references to articles providing evidence of effectiveness to Dr. Gabrielsen for feedback.

### Race to Nowhere

Oct  
27

Due: Wednesday, Oct 27 at 11:59 pm

this film has been taken off Netflix, but the library ordered a copy for checkout. Extra credit for watching and writing a brief summary

### Mid Term Exam

Nov  
03

Due: Wednesday, Nov 03 at 4:00 pm

Exam covering LRBI guidelines (all interventions) and ABA readings.

### Progress Monitoring Data Due

Nov  
03

Due: Wednesday, Nov 03 at 11:59 pm

Turn in a graph with your baseline data and the first few progress monitoring data.

### Erik Carter Videos

Dec  
01

Due: Wednesday, Dec 01 at 11:59 pm

Watch one of the Erik Carter videos and submit a paragraph summary and/or review. Dr. Carter will be returning to BYU as the Marjorie Pay Hinckley Scholar on Feb. 8, 2018. (See Videos under content).

### Case presentation in class discussion (dates may vary)

Dec  
01

Due: Wednesday, Dec 01 at 11:59 pm

You will be presenting your behavioral case study to the class as if in group supervision. Plan on a 10-minute oral presentation with just a few slides. You will be expected to cover the following;

- 1- background on the case and client (2 min.)
- 2- FBA results (1-2 min.)
- 3- BIP -- including a brief summary of your lit review and why you chose this particular intervention (2-3 min.)
- 4- Baseline and intervention graph (slide) 1 min.
- 5 - Discussion of why it did or did not work and Q's (2 min.)

If you are able to send me your slides in advance, lovely. If not, we just need to be efficient in getting them switched out to the next speaker during the discussion minutes.

### Course Evaluation

Dec

**09**

Due: Thursday, Dec 09 at 11:59 pm

**Behavioral Case Study****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

The project will be evaluated according to the NASP case study rubric. YOU MUST ATTACH YOUR OWN EVALUATION OF YOUR CASE ACCORDING TO THE RUBRIC AT THE END OF YOUR CASE STUDY. COPY AND PASTE THE RUBRIC TABLE AS THE LAST FEW PAGES OF YOUR CASE AND ENTER YOUR OWN COMMENTS ON HOW WELL YOU DID ACCORDING TO EACH CATEGORY.

Must have :

3 baseline data points

FBA (you turn this in prior to the case study, but must detail the results in your case study)

BIP (you turn this in prior to the case study, but must detail the plan in your case study)

Minimum of 6 data points after implementation of the BIP has begun.

3 Follow Up data points after the behavioral goal was achieved to determine maintenance.

**MISC Extra Credit****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

**Review of Evidence Based Intervention****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

- Review the literature on a single behavioral intervention. The populations studied in these research papers should be between birth to age 21. Select 3-5 papers showing evidence of effectiveness (or ineffectiveness). Use the guidelines for strength of evidence (found in Content: Evaluation Criteria -- medical and behavioral guidelines given) to select the papers with the highest level of evidence. Publication dates should be within the last 10 years (2003 - 2013).
- Based on your review of the literature for this INTERVENTION (do not choose a condition or behavior), write a review of the selected papers and evaluate the level of evidence presented.
- Your review should address the target population (if applicable), target behavior(s), rationale for the intervention, key components of the intervention, outcome measures used to evaluate effectiveness, and cautions associated with the use of the intervention.
- YOU should also clearly tie your selected intervention and its effectiveness or lack thereof to behavioral principles.
- Attach the original articles to your paper.
- Use APA format. Intro/Methods/Discussion/Results (IMDR) organization.
- Length: 10-15 pages.

**Article 2****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

**A to Z of praise for a job well done****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

**Article 3****Dec****09**

Due: Thursday, Dec 09 at 11:59 pm

## Article 1

Dec  
09

Due: Thursday, Dec 09 at 11:59 pm

## Final Exam

Dec  
22

Due: Wednesday, Dec 22 at 11:59 pm

Applied behavioral principles (ABA text) and evidence based interventions

## 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.

### Sexual harassment

#### Responding to and Reporting Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, you have several options of how to report or voice your concerns.

You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [[sue\\_demartini@byu.edu](mailto:sue_demartini@byu.edu)]; contact BYU's Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct: <https://policy.byu.edu/view/index.php?p=155> (<https://policy.byu.edu/view/index.php?p=155>)

Additionally, other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email:

801-422-7256; [tiffany\\_turley@byu.edu](mailto:tiffany_turley@byu.edu)

NOTE: Another option, is to call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of sexual assault or abuse, contact Lisa Leavitt: [lisa\\_leavitt@byu.edu](mailto:lisa_leavitt@byu.edu); [advocate@byu.edu](mailto:advocate@byu.edu); or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

#### Understanding Services for Students with Disabilities:

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/> (<https://uac.byu.edu/>)]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or 801-422-5895. You can also visit their offices in the ASB: D-282, D-292, D-240C.

## **Sexual Misconduct**

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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 Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea or making one initially demonstrate that you are listening to what is

making assumptions. (8) When countering an idea, or making one invalid, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to.

Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf> /view?searchterm=deliberation%20guidelines)

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **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](http://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>).

### **Child Abuse Reporting**

#### **Reporting Suspected Child Abuse and Neglect**

**Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)**

**Toll free number in Utah: 1-800-678-9399**

**Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.**

**All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.**

priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

[http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

([http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf))

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

## Schedule

Date	Column 1	Column 2	Competencies	O'Neill and other readings	5th edition Task List
Week 1					

<p>W Sep 01 Wednesday</p>	<p>Overview of behavioral change with children and adolescents (Barkley Defiant Children and Defiant Teens)</p> <p>Download Utah LRBI manual</p> <p>MODULE 1</p> <p>Watch Restraint and Seclusion under Content and Videos</p>	<p>ABA Cooper Chap 1 &amp; 2 Def. &amp; Characteristics of ABA, Basic Concepts (Review)</p> <p>Chap 3 &amp; 4 Selecting and Def. Target Behx and Measuring Behx</p>	<p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>	<p>Good Classroom Management (LRBI manual pages 27 - 37)</p> <p>LRBI manual Emergency procedures, page 57 - 61 and page 111 - 113.</p>	<p>NOT YET UPDATED TO 5th TASK LIST</p> <p>A01 - A07 Measure Frequency, Rate, Duration, Latency, IRT, &amp; of Occurrence, Trials to Criterion</p> <p>I-01, I-02 Define behx and environmental variables in observable and measurable terms.</p> <p>H-01 Select measurement system to obtain representative data given dimensions and logistics</p> <p>I-07 Design and conduct preference assessments</p>
<p>Week 2</p>					

<p>W Sep 08 Wednesday</p>	<p>Ethical considerations in behavioral assessment and intervention.</p> <p>Behavioral Observations</p> <p>Introduction to Functional Behavior Analysis</p> <p>MODULE 2</p>	<p>ABA Cooper Text Chap. 27 Functional Behavior Assessment</p> <p>ABA Cooper Chap 31 Ethical and Professional Responsibilities of ABA</p>	<p>Domain 1: Data</p> <p>Domain 10: Ethical and Legal</p>	<p>O'Neill Chap. 1 &amp; 2 Introduction and Functional Assessment and Analysis Strategies</p>	<p>I - 03, I - 04, I - 05 Design and implement individualized behx assessment procedures and full range of functional assessment procedures. Organize, analyze, and interpret observed data.</p> <p>H-02 – H05 Select schedule of observation and recording periods, and data to communicate, evaluate changes in level, trend, variability, eval. Temporal relations between observed variables.</p> <p>E-03 Use instructions and rules</p> <p>Review of BACB Disciplinary &amp; Ethical Standards &amp; Disciplinary Procedures</p>
<p>Week 3</p>					



W Sep 15 Wednesday	<p>Data Reporting</p> <p>Functions of Behavior</p> <p>MODULE 3</p>	<p>ABA Cooper text</p> <p>Ch. 4 Measuring Behavior</p> <p>Ch. 5 Improving and Assessing Quality of Behavioral Measurement</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 1: Data</p>	<p>O'Neill Chap. 3 Linking the Function of the Behavior to the Intervention</p> <p>LRBI Technical Assistance Manual</p> <p>Page 7 Prevention of Conduct Problems</p> <p>Page 13-14 Training and Evaluation and Reporting</p> <p>Page 21-26 MTSS and PBIS</p> <p>Page 39 -42 Data Based Decision Making</p>	<p>A 8 – A 14 IOA, Accuracy &amp; Reliability. Design, Plot, and interpret equal-interval, cumulative data, continuous and discontinuous measurement and choice measures.</p> <p>G-01 – G – 08 Review records, consider variables, conduct assessment, describe in non-technical language, provide BA services in collaboration, within one's limits, and make environmental changes to reduce need for BA services.</p>
Week 4					
W Sep 22 Wednesday	<p>Behavior Intervention Plans - Bring an example from your school district (or O'Neill book if not placed in a school).</p> <p>Watch Education Revolution video (under Content: Videos)</p>	<p>Ch. 6 Constructing and Interpreting Graphic Displays of Behavioral Data</p>		<p>O'Neill Chap. 5 Writing Behavior Support Plans</p> <p>O'Neill Chap. 4 Building Behavior Support Plans</p>	
Week 5					

W Sep 29 Wednesday	<p>Antecedent Control Module 4</p> <p>FBA FOR CASE STUDY DUE MODULE 4</p>	<p>Cooper et al. text</p> <p>Ch. 16 Motivating Operations</p> <p>Ch. 17 Stimulus Control</p> <p>Ch. 26 Antecedent Interventions</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>	<p>2 Articles on Setting Events (Content:Articles -- Optional)</p>	<p>E – 01 Use interventions based on manipulation of antecedents, MO, and DS.</p> <p>E-02 Use discrimination training procedures.</p> <p>E-06 Use stimulus equivalence procedures.</p> <p>E-13 Use matching-to-sample procedures.</p>
Week 6					

<p>W Oct 06 Wednesday</p>	<p>Positive and Negative Reinforcement</p> <p>Module 6</p> <p>Schedules of Reinforcement</p> <p>Discussion of Kohn's views on reinforcement and counterpoint by Chance</p> <p>Case Study Consults</p> <p>MODULE 6</p>	<p>ABA Cooper Chap. 13 Schedules of Reinforcement</p> <p>ABA Cooper text Chap. 11 Positive Reinforcement</p> <p>ABA Cooper Chap. 12 Negative Reinforcement</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p>	<p>Read A Conversation with Alfie Kohn and Paul Chance's Sticking Up for Rewards, both available in the Content section under "Behavior Controversies."</p>	<p>D-01 Use positive and negative reinf.</p> <p>C-01 State and plan for possible unwanted effects of reinforcement.</p> <p>E- 9 - E-12, High probability request sequence Premack principle, pairing procedures, errorless learning</p> <p>D-02 Use appropriate parameters and schedules of reinf.</p> <p>D-20 – Use response-dependent (time-based_ schedules of reinf. (NCR)</p> <p>B-01 – B03 Use dimensions of ABA to eval. Whether interventions are behavior analytic. B-10 – B-11 Conduct component and parametric analysis to determine effective components and values of intervention packages and variables.</p> <p>E-08 Use the matching law and recognize factors influencing choice.</p> <p>J-01 – J-15 See Behavior Case Description for details.</p>
<p>Week 7</p>					

W Oct 13 Wednesday	<p>Review for Midterm</p> <p>Single Subject Design and Progress Monitoring</p> <p>MODULE 7</p> <p>Crash Course: Graphing</p>	<p>Cooper, Heron &amp; Heward</p> <p>Ch7: Analyzing Behavior Change: Basic Assumptions and Strategies</p> <p>Ch 8: Reversal and Alternating Treatments Designs,</p> <p>Ch 9: Multiple Baseline and Changing Criterion Designs</p> <p>Ch10: Planning and Evaluating Applied Behavior Analysis Research</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 2: Consultation and Collaboration</p> <p>Domain 5: School wide</p> <p>Domain 6: Preventative and Responsive</p> <p>Domain 7: Family Collaboration</p>		
Week 8					
W Oct 20 Wednesday	<p>Review for Midterm</p> <p>BEHAVIOR INTERVENTION PLAN DUE</p> <p>Positive Behavior Support Systems</p> <p>Midterm Opens - Closes before Class on Nov.3</p>		<p>Domain 2: Consultation and Collaboration</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p>		<p>B-04 – B09 Use withdrawal-reversal, alternating tx, changing criterion, multiple baseline, multiple probe, and combination of design elements.</p>
Week 9					

W Oct 27 Wednesday	Sleep Behavioral Medicine MODULE 8	Select one adult sleep and one child sleep resource to read or watch (see Sleep Behavioral Medicine under Content) -- Accumulate at least 90 minutes of video and 90 minutes of reading. One of the films is on Netflix, so let me know if you don't have a Netflix account.	Domain 1: Data  Domain 4: Interventions (with effect on Domain 3: Academic Interventions)		
Week 10					
W Nov 03 Wednesday	Midterm closes when class begins.  Time out Punishment MODULE 9 Alternatives to Punishment  Turn in progress monitoring data, including baseline data collection.	ABA Cooper Chap 24-26 Extinction, Differential Reinforcement, and Antecedent Interventions  ABA Cooper Chap. 14-15 Positive Punishment and Negative Punishment	Domain 4: Interventions (with effect on Domain 3: Academic Interventions)  Domain 5: School wide  Domain 6: Preventative and Responsive  Domain 7: Family Collaboration		D-15 – D-19 – Identify punishers, use +/- punishment, appropriate parameters and schedules of punishment, extinction, and comb. reinf. w/ punishment & extinction  D-21 – Use differential reinf.  C-02, C-03 State and plan for possible unwanted effects of punishment, extinction.  E-07 Plan for behavioral contrast effects
Week 11					

W Nov 10 Wednesday	Behavioral Change MODULE 10	ABA Cooper Chap 18-20 Imitation, Shaping, and Chaining Ch. 19 Equivalence-Based Instruction Ch. 20 Engineering Emergent Learning with Nonequivalence Relations	Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboation Domain 2: Consultation and Collaboration	D-03 – D-08 Use Prompts, fading, modeling, imitation training, shaping, chaining, task analyses, and discrete-trial and free-operant arrangements.
Week 12				

W Nov 17 Wednesday	Contingency Interventions and Self-Monitoring MODULE 11 Generalization ABA and Autism (Possible) VERBAL BEHAVIOR GUEST LECTURE -- VERBAL BEHAVIOR, BLAKE HANSEN Read Module 5 to prepare	ABA Cooper Ch. 28 Token Economy, Group Contingency, Contracting Ch. 29 Self Management  ABA Chapter 5: Verbal Behaviors  ABA Cooper Chap. 30 Generalization and Maintenance of Behavior Change	Domain 1: Data Domain 1: Data Domain 6: Preventative and Responsive Domain 7: Family Collaboration Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal Domain 2: Consultation and Collaboration	F-01 – F-08 Use self-mgt., token economy, precision teaching, PSI, Incidental teaching, FCT, augmentative communication systems E-04, E-05 Use contingency contracting, ind., dep., interdep., group contingencies. I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased. D-09 – D-14 Use verbal operants, echoic, mand, and tact training, intraverbal training, and listener training.
Week 13				
T Nov 23 Tuesday	<b>Friday Instruction</b>			
W Nov 24 Wednesday	<b>No Classes</b>			
Week 14				
W Dec 01 Wednesday	Presentations of Lit Review Intervention and Cases			
Week 15				

W Dec 08 Wednesday	<p>Presentations of Cases and Lit Reviews</p> <p>Review for Final Exam</p> <p>Final Exam opens after class today. Closes Dec. 20 at midnight.</p>				
Week 16					
Th Dec 16 Thursday	<p>Overflow of Case Presentations and Lit Reviews</p> <p>If we don't finish on Dec. 8, our final exam time is 7-10 pm this night. Your Final Exam is online, so if we need to, we can use this time to finish the presentations.</p> <p>Read this as antecedent control to be speedy in your presentations on Dec. 1 and 8!</p> <p>Final Exam: 341 MCKB 7:00pm - 10:00pm</p>				
Week 17					
W Dec 22 Wednesday					