

## Instructor/TA Info

### Instructor Information

**Name:** Blake Hansen

**Office Location:** 340-C MCKB

**Office Phone:** 801-422-4691

**Email:** blake\_hansen@byu.edu

## Course Information

### 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).

### 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.

### Materials

Item	Price (new)	Price (used)
 <p><u>Applied Behavior Analysis 2E - Required</u> by Cooper, J</p>	193.35	145.00
 <p><u>Functional Assessment Prog Dev Problem Behavior 3E - Optional</u> by O'neill, R</p>	150.00	112.50

	<b>Func Assessment &amp; Prog Dev 2E - Optional</b> by Oneill, R	113.00	84.75
---	---	--------	-------

## Learning Outcomes

**Outcomes demonstrating mastery of CPSE 614 course objectives include the following:**

- FBA – a formal written functional behavior assessment
- BIP – a formal written behavioral intervention plan with an update report addressing the effects of the BIP. Reports must present data demonstrating the impact, or lack thereof, of the chosen BIP.
- Final FBA/BIP Project Report – a comprehensive written report of the FBA/BIP project, including data gathered, summarized, and interpreted

Students prepare a final report that includes a classroom presentation of the FBA/BIP project.

**The course focuses on two areas:**

- functional assessment of behavior (FBA) using interviews and behavioral observations (Why is it happening?) and
- using assessment data to develop and monitor a behavior intervention plan (BIP) in school settings (What can I do about it?). Students will develop an understanding of how and why problem behaviors occur, basic assessment strategies and a practical repertoire of specific strategies designed to address the management of common and atypical, social and emotional maladaptive behaviors.

## Grading Scale

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

## 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

the deadline.

### **Participation Policy**

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.

### **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. Hansen 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. Hansen 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.

### **Course Expectations**

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.

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

- 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

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)

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-**

## **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 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.

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.

(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*

## 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, 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.*

## Assignments

### Assignment Descriptions

#### Quiz 1 - Reinforcement

Sep  
18

Due: Tuesday, Sep 18 at 11:59 pm

---

**Quiz 2 - Punishment**

---

**Sep**  
**25**Due: Tuesday, Sep 25 at 11:59 pm

---

**Parental Consent**

---

**Sep**  
**26**Due: Wednesday, Sep 26 at 11:59 pm

---

**Quiz 3 - Measurement**

---

**Oct**  
**10**Due: Wednesday, Oct 10 at 4:00 pm

---

**Functional Behavioral Assessment**

---

**Oct**  
**10**Due: Wednesday, Oct 10 at 11:59 pm

---

**Quiz 4 - Shaping**

---

**Oct**  
**17**Due: Wednesday, Oct 17 at 4:00 pm

---

**Behavioral Intervention Plan**

---

**Oct**  
**17**Due: Wednesday, Oct 17 at 11:59 pm

---

**Midterm Exam**

---

**Oct**  
**29**Due: Monday, Oct 29 at 11:59 pm

---

Completed online.

**Case Consultation FBA**

---

**Nov**  
**14**Due: Wednesday, Nov 14 at 11:59 pm

---

**Quiz 5 - Functional Analysis**

---

**Nov**  
**14**Due: Wednesday, Nov 14 at 11:59 pm

---

**Progress Monitoring Data**

---

**Nov**

---



**Quiz 6 - Verbal Behavior****Dec  
05**

Due: Wednesday, Dec 05 at 4:00 pm

**Behavioral Case Study****Dec  
12**

Due: Wednesday, Dec 12 at 11:59 pm

**Presentation****Dec  
18**

Due: Tuesday, Dec 18 at 11:59 pm

**Final Exam - Behavior Support****Dec  
19**

Due: Wednesday, Dec 19 at 10:00 pm

**Point Breakdown**

Categories	Percent of Grade
Exams	61.01%
Quizzes	4.4%
Behavioral Case Study	34.59%

**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](mailto:t9coordinator@byu.edu) or (801)

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **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.

### **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.

### **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>).

### **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

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.

### 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

### Schedule

Date	Topics	Due
Week 1		
W Sep 05 Wednesday		
Week 2		
W Sep 12 Wednesday	Course Introduction What are BA, ABA, and FBA? Chapter 1	
F Sep 14 Friday		<b>Quiz 1 - Reinforcement Opens</b>
Week 3		
T Sep 18 Tuesday		<b>Quiz 1 - Reinforcement Closes</b>
W Sep 19 Wednesday	What is behavior and reinforcement? Chapter 2 Chapters 11-13 In FBA, why do behaviors occur? How do we identify consequences that are increasing the frequency, intensity, or duration of a given behavior?	
Sa Sep 22 Saturday		<b>Quiz 2 - Punishment Opens</b>
Week 4		
T Sep 25 Tuesday		<b>Quiz 2 - Punishment Closes</b>

W Sep 26 Wednesday	Punishment Chapters 14-15	
Week 5		
T Oct 02 Tuesday		
W Oct 03 Wednesday	Antecedent, ecological, and motivating events Chapters 16-17 Assessing antecedent events in functional assessment.	
Week 6		
M Oct 08 Monday		<b>Quiz 3 - Measurement Opens</b>
T Oct 09 Tuesday		
W Oct 10 Wednesday	Measuring and Evaluating Behavior Change Read: Chapters 3-4, 7 Understand: Chapters 5-6, 8-10	<b>Quiz 3 - Measurement Closes</b>
Week 7		
T Oct 16 Tuesday		<b>Quiz 4 - Shaping Opens</b>
W Oct 17 Wednesday	Imitation and Shaping Chapters 18-19	<b>Quiz 4 - Shaping Closes</b>
Week 8		
M Oct 22 Monday		
T Oct 23 Tuesday		
W Oct 24 Wednesday	Chaining Chapter 20	
Th Oct 25 Thursday		
Week 9		
M Oct 29 Monday		<b>Midterm Exam</b>
T Oct 30 Tuesday		
W Oct 31 Wednesday	Extinction Chapter 21	
Th Nov 01 Thursday		
Week 10		
T Nov 06 Tuesday		

W Nov 07 Wednesday	Differential Reinforcement, Antecedent Intervention Chapters 22-23	
Week 11		
T Nov 13 Tuesday		<b>Quiz 5 - Functional Analysis Opens</b>
W Nov 14 Wednesday	Functional Analysis Chapter 24	<b>Quiz 5 - Functional Analysis Closes</b>
Week 12		
T Nov 20 Tuesday	<b>Friday Instruction</b>	
W Nov 21 Wednesday	<b>No Classes</b>	
Week 13		
T Nov 27 Tuesday		
W Nov 28 Wednesday	Verbal Behavior: Language, Cognition, and Therapy Chapter 25	
Th Nov 29 Thursday		<b>Quiz 6 - Verbal Behavior Opens</b>
Week 14		
T Dec 04 Tuesday		
W Dec 05 Wednesday	Contracting, Group Contingencies, Token Economies, and Self-Management Chapters 26-27	<b>Quiz 6 - Verbal Behavior Closes</b>
Week 15		
T Dec 11 Tuesday		
W Dec 12 Wednesday	Generalization and Maintenance Chapter 28	
F Dec 14 Friday	<b>Fall Exam Preparation (12/14/2018 - 12/14/2018)</b>	
Sa Dec 15 Saturday	<b>First Day of Fall Final Exams (12/15/2018 - 12/20/2018)</b>	<b>Final Exam - Behavior Support Opens</b>
Week 16		
T Dec 18 Tuesday		
W Dec 19 Wednesday	Final Exam: 341 MCKB 7:00pm - 10:00pm	<b>Final Exam - Behavior Support Closes</b>