

Instructor/TA Info

Instructor Information

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Course Information

Description

The purpose of this graduate-level course is to train future BCBA's in the skills necessary to shape, develop, and strengthen behavior in a school or clinical setting. Appropriately, we will consider the topics from the BACB Task List, 5th Edition that address Behavior-Change Procedures and Selecting and Implementing Interventions. Thus, we will develop competencies in reinforcement procedures, instructional models, instruction using verbal operants, contingency management, and promoting generalization.

In addition, this course provides a context for intervention within a Multi-Tiered System of Supports (MTSS). Students will gain an in depth knowledge of all three levels of the system and understand how behavior analytic procedures can be implemented with fidelity and sustained in schools and clinics using this systemic perspective. The course will emphasize principles, procedures and strategies for academic and social behavior support within an MTSS framework, including the selection and implementation of interventions to assist at-risk learners in mastering academic and behavioral competencies for success in school and life. The course will also facilitate students acquisition of the skills necessary to (1) collaborate with professional colleagues in a school-wide MTSS system, (2) consult with other school professionals within an MTSS school, and (3) coach individuals in need of additional support in the using of evidence-based practices at all three tiers.

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%

Participation Policy

You are expected to participate in class each session in a way that could be characterized as critical, respectful, and thought-provoking.

HABITS OF HIGHLY SUCCESSFUL STUDENTS

1. Take responsibility for their own learning.
2. Attend every class. If they are going to miss class, they contact the instructor. They get handouts and notes from classmates.
3. Come to class on time and stay the whole time.
4. Complete the reading in advance of attending class.
5. Study for at least 1 hour outside of class for every hour spent in class.
6. Turn off their cell phones and use computers only if taking notes. They don't text message or web surf during class.
7. Read the syllabus carefully and note the deadlines in the calendar. They submit assignments on time. They don't try to negotiate deadlines for assignments or tests.
8. Share concerns about the course in professional ways through proper channels (e.g., mid-semester course evaluations).
9. Monitor their progress by checking their grades on blackboard.
10. Self-monitor their progress in keeping the ten habits of highly successful students by reading the list periodically and making adjustments as needed.

Assignments

Assignment Descriptions

Best Available Evidence

May
08

Due: Wednesday, May 08 at 11:59 pm

You and a partner will select a practice/intervention/program/procedure commonly used in your service delivery context. You will then prepare a 5 min presentation describing the best available evidence supporting the use of this practice. The presentation should cover an operational definition of the practice, a review of the evidence using the Quality Indicators or an overview of a systematic review, and an answer to the statement, "what works, with whom, under what conditions" relative to the practice you identified.

Discussion Class 4 - Direct Instruction/PSI

May
12

Due: Sunday, May 12 at 11:59 pm

Direct Instruction

What are the critical features of direct instruction? What experiences have you had using direct instruction or explicit instruction?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Discussion Class 5 - Precision Teaching

14**Precision Teaching**

Precision teaching involves the measuring of student performance regularly and frequently using an analysis of the measurements to suggest instructional and motivational strategies capable of correcting failures to learn. In your various professional responsibilities, what have you done that is similar to precision teaching?

How is fluency defined? Give an example of someone (i.e., one of your students, someone you know, or yourself) performing fluently. Don't forget to include the dimensions of behavior and fluency as you explain your example.

Based on Kubina's book on Precision Teaching, when should we adjust instruction or "make a change." Give relevant examples from your own experience - *note that you do not have to have collected data using a SCC. Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.*

Discussion Class 6 - Assessment**May****19**

Due: Sunday, May 19 at 11:59 pm

Assessment

Which types of assessment mentioned in SRTI (Ch 5) have you used? Give an example of how you used these data to make instructional decisions.

The data suggest that social and academic outcomes in schools are related. Have you seen examples in your own work of how improvements in behavior are related to improvements in academics? ...vice versa? If yes, which domain, social or academic, should we prioritize when developing new interventions?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Discussion Class 7 - Reinforcement Selection**May****19**

Due: Sunday, May 19 at 11:59 pm

Reinforcement Selection & Use

Which of the preference or reinforcer assessment procedures have you used in practice (see Figure 11.3 p. 275)? How effective was it?

What types of token economies have you used or observed in practice? Were they effective?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Team Observation**May****20**

Due: Monday, May 20 at 11:59 pm

Observe a problem-solving team (e.g., CHAT team, student services team, PBIS team, etc.) in a school or other professional setting.

Complete the DORA form while observing the team meeting and writeup a 1-2 page summary of what you thought the team did well and how the process could be improved.

Please submit your writeup and the completed DORA form.

Mid-Course Evaluation**May****20**

Due: Monday, May 20 at 11:59 pm

Selecting a Treatment

May
28

Due: Tuesday, May 28 at 11:59 pm

The CEC Advanced Preparation Standards indicate, "Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments."

Develop a case study where you identify a problem-based question. This question should be related to your description of a specific academic, social, or staff behavior problem that impedes student learning. Identify three practices that might benefit the student identified in your case study and explore the evidence supporting these practices. Your cursory study of the evidence should include the identification of three experimental studies (1 for each practice) and an examination of the methodological quality of these studies using the CEC quality indicators. Your paper should include a problem-based question, descriptions of three interventions, and a table summarizing your critical review of three experimental studies.

Based on the findings from your review, use your professional judgment to select a treatment that has the best available evidence, is consistent with client values, and can be implemented with fidelity given the resources in the context or is appropriately adapted to the context. Include a summary of your findings and a justification for the approach you selected. Your approach should consider all facets of Evidence-based practice as discussed in class.

Please limit your response to no more than 5 pages with standard formatting (12 pt font, 1 in margins, etc.).

Use APA conventions for style and crediting sources.

Example Case Studies

<http://cases.coedu.usf.edu/> (<http://cases.coedu.usf.edu/>)

<http://guides.lib.byu.edu/education/blog/how-to-find-the-full-text-of-journal-articles>

[Tips for Searching the Research Literature](http://guides.lib.byu.edu/c.php?g=216333&p=1428332) (<http://guides.lib.byu.edu/c.php?g=216333&p=1428332>)

Sample Selecting a Treatment Paper.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=34642803-prRU-DGBp-IW3M-7C76ee0c1c83&pubhash=KikanOOop2RgODQwR_9gjnhfA4KRjU1wjOhDjTPLBFCrLe_sPP27vz3LI-WXBUQtqD-HYIEorBJwnwl_5Qc_IA==)

	Exemplary (6)	Very Good (4 - 5)	Good (2 - 3)	Opportunity to Improve (0 - 1)
Problem-based Question	A problem based question is presented with all the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented with most of the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented.	A problem-based question is not used to frame the selection of relevant treatments.
Relevant Treatments	Multiple (3) treatments are identified, core components described, and a justification for their use is provided.	Multiple (3) treatments are identified, but critical details about their use and expected results are missing.	A treatment is identified, core components described, and a justification for its use considering the problem is provided.	Relevant treatments are not identified.

Best Available Evidence	The literature for each treatment is reviewed and the CEC quality indicators are accurately applied with full supporting detail.	The literature for each treatment is reviewed, but there is limited detail to support your decisions.	The literature is reviewed and appropriately cited.	There is no clear evidence that the relevant literature was reviewed.
Treatment Selection	A justification for the treatment with the best available evidence is provided considering all facets of evidence-based practice.	A justification for the treatment is provided and supported by the quality of the evidence reviewed.	A justification for the treatment is provided.	There is no clear evidence that a decision was supported by the literature.
Conventions	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

Exam #1

May
29

Due: Wednesday, May 29 at 4:30 pm

This exam will cover material from the introduction, EBP, Teaming, Implementation Science lectures.

Discussion Class 9 - High P

Jun
02

Due: Sunday, Jun 02 at 11:59 pm

High P Instructional Sequence

What is behavioral momentum?

What are the two strategies discussed by Cowan et al. (2017) that utilize behavioral momentum to improve engagement?

Have you used these strategies or similar approaches in your work?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Discussion Class 10 - Self-Management

Jun
04

Due: Tuesday, Jun 04 at 11:59 pm

Self-Management

Is function-based self-management a Tier II or Tier III intervention? Make an argument based on the critical features of the Tiers from SRTI.

How can you apply function-based interventions or supports in your specific professional assignment?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

**Jun
09**

Due: Sunday, Jun 09 at 11:59 pm

Generalization Training

Why is it important to train for generalization? How do you incorporate generalization training in your current assignment?

Select a strategy for promoting generalization and propose a modification to a Tier II or III intervention to promote generalization.

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Evaluating Contextual Fit

**Jun
10**

Due: Monday, Jun 10 at 11:59 pm

THIS IS AN IN-CLASS ASSIGNMENT

With a colleague, partner, friend, or acquaintance, identify a new practice or behavior that the individual would like to implement and then discuss the "fit" of this intervention using the Hexagon tool.

Write up a one page summary of this process including a description of how the practice fits each of the six domains of the Hexagon tool. Where appropriate, include an action plan describing how you plan to make modifications to the practice or its implementation to improve fit.

NIRN-Education-TheHexagonTool.pdf [Download \(plugins/Upload/fileDownload.php?fileId=915782cb-nPMf-mnYF-cmRH-pL98fa14310c&pubhash=RB75X0R3p7dBmWuo9egQ7s5_8eDxhrTWQmI5sOEJytJPBIgO1ENBfguJux8Isa999gFfxeJgh-pdfM7X75KSNA==\)](#)

2019 Hexagon Tool - NIRN Hexagon Discussion Analysis Tool v2.2.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a11e1a25-pZCF-iDWP-0gNI-wl474418e717&pubhash=-Lqyll4xzPSkOc_dAzpy4iWrLRDScgK6tSVu-9ajhTLAsT6xLxmZqda952bJ13sET_UTz3BvY5KDQs9YXySmQ==\)](#)

Evaluating Contextual Fit Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=d69b479d-32Dc-oVAC-eY3t-3789409a4187&pubhash=jws6THTW8-zz_2y8VgWmjKzIrFqKlu2CjtKe2kgLmKZP_1bhWGXz5f83tU_OASxbCh-5sca4drIcl4nf3DX9A==\)](#)

	Exemplary (5)	Very Good (5 - 4)	Good (3 - 2)	Opportunity to Improve (0 - 1)
Description of Practice	A clear summary of the core components of the practice is included and the intended beneficiary of the program is specified.	A clear summary of the core components of the practice is included.	Core components are unclear or incomplete.	The practice is ill-defined or missing.
Hexagon Tool Dimensions & Ratings	Scores are provided, summarized, and clarified for all six factors on the Hexagon Tool.	Scores are provided for all six factors on the Hexagon tool	One of the factors is missing or the scoring is unclear.	Multiple factors are missing and/or the scoring is inaccurate/missing.

Supporting Evidence	Clear evidence from multiple sources is offered for each factor that justifies the score provided. The evidence clearly aligns with the factor descriptions on the Hexagon tool. If appropriate, citations are provided for empirical support.	Clear evidence from multiple sources is offered for each factor that justifies the score provided.	Evidence is not provided to support the reported ratings.	Evidence is not clearly presented, conceptually consistent, or related to the core features of the Hexagon tool.
Next Steps	The next steps clearly articulate a thoughtful implementation plan that maintains the core components of the intervention and addresses contextual fit. Specifically addresses areas where fit was low.	The next steps clarifies one of three positions: 1) implement, 2) adapt, or 3) abandon.	The next steps are not aligned with the core components or the contextual fit assessment.	The next steps are missing or incomplete.
Conventions	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

Discussion Class 12 - Verbal Operants

Jun
11

Due: Tuesday, Jun 11 at 11:59 pm

Verbal Operants

Pick one of the verbal operants and give an example of how a student uses this verbal operant at school or the clinic.

Is acquiring intraverbals a behavioral cusp? Why or why not?

Remember the discussion leader is responsible for shaping the discussion, but we should all comment regularly and thoughtfully.

Precision Teaching/SAFMEDS

Jun
12

Due: Wednesday, Jun 12 at 11:59 pm

Rubric for SAFEMEDS Assignment
30 points possible

3. 5 points for accurately recording each data point including acceleration targets, deceleration targets, aims, and counting floors.
4. 5 points for completing the chart information and placing data points at the appropriate intervals on the horizontal/x-axis.

Discussion Class 13 - Epilogue

**Jun
16**

Due: Sunday, Jun 16 at 11:59 pm

Whether you serve in a clinic or school, what are the most challenging problems that currently hinder your efforts to support at-risk students?

Do you agree with the authors' vision for the future of special education? Why or why not?

How will potential changes in special education impact your organization for better or worse?

Discussion Leader

**Jun
17**

Due: Monday, Jun 17 at 7:00 pm

Discussion leaders will summarize the discussion from the Digital Dialog and pose follow up questions to lead a 20 min in class discussion of the content.

Components	Excellent (5)	Good (3-4)	Ok (1-2)
Question(s)	The DL(s) posed questions that were related to the readings, invited application to schools/clinics, and were clearly written.	The DL(s) posed questions that were relevant but unclear or failed to extend the discussion to application.	The DL(s) posed questions.
Feedback	The DL(s) made comments on the contributions of their peers, asked clarifying questions, and pointed out areas of alignment with the materials.	The DL(s) made multiple comments on the contributions of their peers.	Little to no feedback was provided by the DL(s).
Summary	The DL(s) presented a concise summary of the online discussion with multiple specific examples.	The DL(s) presented a summary of the online discussion with a few specific examples.	The DL(s) summarized the online discussion.
Participation	All class members participated in a meaningful way in the class discussion.	Most class members participated in a meaningful way in the class discussion.	A few class members participated in a meaningful way in the class discussion.
Clarity	The DL spoke clearly and precisely on the assigned topic. Explanations were concise	The DL made a few errors in content or expression during the discussion.	DL was unclear.

Tiered Treatment Plan Presentation

**Jun
17**

Due: Monday, Jun 17 at 11:59 pm

Tiered Treatment Plan

Jun
17

Due: Monday, Jun 17 at 11:59 pm

Develop a Tiered Prevention Framework for your organization that includes the following components:

Screening for academic and social behavior problems

Empirically-supported Tier I strategies including formative and summative assessments

Empirically-supported Tier II strategies including data-based decision rules for each intervention

Empirically-supported Tier III strategies including strategies for data-based individualization

An implementation and evaluation plan (Consider the recommendations from the textbook in Chapter 2:

Collective Responsibility)

The paper should be no more than 5 pages long and formatted using standard conventions (i.e., double-spaced, 12 pt times new roman font, etc.). Citations and a bibliography should be included using APA style.

Example_Tiered Treatment Plan.docx [Download \(plugins/Upload/fileDownload.php?fileId=b2db38c3-T7Li-NBnM-pDS7-905a38ec9fe1&](#)

[pubhash=qDL7xlq6RrnceHZ5cMC8QoVHlix2QWzDpgpR14qLGeang99KFV6XjduHPB4sQU6Z4RM4LcifmGoXmCOJ-vZ79g==\)](#)

	Exemplary (5)	Very Good (3 - 4)	Good (1 - 2)	Opportunity to Improve (0)
Description of Context/Collective Responsibility	The target context is described sufficiently to clarify the target population served, organization/treatment goals, and resources available. A plan to achieve collective responsibility is included.	The target context is described sufficiently to determine the target population and organizational goals.	Target context is described but critical details are missing.	Target context is unclear or incomplete.
Empirically-supported Tier I Strategies	Tier I strategies are identified that meet the following standards: Universal, empirically-supported, clearly-disseminated for staff relative to academic and/or social behavior support.	Tier I strategies are identified but do not include one of the key standards or is unclear.	Tier I strategies are identified but do not address one or more key standards or is unclear.	Only a single strategy is defined and it is unclear how it meets multiple standards.
Empirically-supported Tier II Strategies	Tier II strategies are identified that meet the following standards: Targeted, empirically-supported, additive, and delivered by trained professionals relative to	Tier II strategies are identified but do not include one of the key standards or is unclear.	Tier II strategies are identified but do not address one or more key standards or is unclear.	Only a single strategy is defined and it is unclear how it meets multiple standards.

Empirically-supported Tier III Strategies	Tier III strategies are identified that meet the following standards: Individualized, empirically-supported, intensive assessment/procedures relative to academic and/or social behavior support.	Tier III strategies are identified but do not include one of the key standards or is unclear.	Tier III strategies are identified but do not address one or more key standards or is unclear.	Only a single strategy is defined and it is unclear how it meets multiple standards.
Data Systems and Screening	Data systems are described including screening procedures; decision-rules to determine who receives interventions and when; procedures for assessing implementation fidelity; and procedures for evaluating impact.	Data systems do not address one of the required components or it is unclear how that component is addressed.	Data systems do not address more than one of the required components or it is unclear how those components are addressed.	Data systems are incorrectly or unclearly defined throughout.
Conventions	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

Exam #2

**Jun
20**

Due: Thursday, Jun 20 at 11:59 pm

This exam covers material from throughout the course drawn from presentations, readings, and assignments.

Point Breakdown

Categories	Percent of Grade
Exams	39.47%
Discussions	11.84%
Assignments	18.42%
Papers	15.79%
Presentations	14.47%
Extra Credit	0%

University Policies

academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to 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.

Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		

W May 01 Wednesday	<p>Course Overview</p> <p>Introductions</p> <p>Evidence-based Practice</p> <p>Utah Education Statistics</p> <p>Multi-Tiered System of Supports</p> <p>CEC-ADV 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p> <p>CEC-ADV 4.1 Special education specialists evaluate research and inquiry to identify effective practices.</p> <p>BACB H2 Identify potential interventions based on assessment results and the best available scientific evidence.</p> <p>BACB H3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.</p>	<p>Prayer and Spiritual Thought Sign-up</p> <p>Sign up to be a Discussion Leader</p> <p>Read</p> <ul style="list-style-type: none"> • Slocum, Dietrich, Wilczynski, Spencer, Lewis, & Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis <p>Discussion Class 10 - Self-Management Opens</p> <p>Discussion Class 11 - Generalization Opens</p> <p>Discussion Class 12 - Verbal Operants Opens</p> <p>Discussion Class 13 - Epilogue Opens</p> <p>Discussion Class 4 - Direct Instruction/PSI Opens</p> <p>Discussion Class 5 - Precision Teaching Opens</p> <p>Discussion Class 6 - Assessment Opens</p> <p>Discussion Class 7 - Reinforcement Selection Opens</p> <p>Discussion Class 9 - High P Opens</p>
Su May 05 Sunday		
Week 2		

<p>M May 06 Monday</p>	<p>MTSS/RTI/PBIS</p> <p>Team Initiated Problem Solving - DORA</p> <p>Empirically-Supported Treatments</p> <p>CEC-ADV 7.2 Special</p> <p>education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities</p>	<p>Read</p> <ul style="list-style-type: none"> • Simplifying Response to Intervention (SRTI) Preface, Chapters 1-3 • CEC Quality Indicators <p>Review</p> <ul style="list-style-type: none"> • www.tips2info.blogspot.com • Ardoin, S. P., Wagner, L., & Bangs, K. E. (2016). Applied behavior analysis: A foundation for response to intervention. In Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.), Handbook of Response to Intervention (pp. 29-42)
<p>T May 07 Tuesday</p>	<p>Devotional: JB Haws, Associate Professor of Church History and Doctrine</p>	
<p>W May 08 Wednesday</p>	<p>MTSS Tier I</p> <p>Concentrated Instruction</p> <p>Behavioral Cusps</p> <p>BACB H1 State intervention goals in observable and measurable terms.</p>	<p>Read</p> <ul style="list-style-type: none"> • SRTI Chapter 4 • Bosch, S., & Fuqua, R. W. (2001). Behavioral Cusps: A model for selecting target behaviors. <i>Journal of Applied Behavior Analysis</i>, 34(1),123-125 doi: 10.1901/jaba.2001.34-123 <p>Best Available Evidence</p> <p>Unpacking Standards Activity.docx Download</p> <p>Utah Core Standards</p>
<p>Su May 12 Sunday</p>		<p>Discussion Class 4 - Direct Instruction/PSI Closes</p>
<p>Week 3</p>		

M May 13 Monday	<p>Direct Instruction/PSI</p> <p>BACB G5 Use modeling and imitation training</p>	<p>Read</p> <ul style="list-style-type: none"> • Kim, T., & Axelrod, S. (2005). Direct instruction: An educators' guide and a plea for action. <i>The Behavior Analyst Today</i>, 6(2), 111-120. doi:10.1037/h0100061 • Keller, F. S. (1968). Goodbye teacher. <i>Journal of Applied Behavior Analysis</i>, 1(1), 79-89. doi:10.1901/jaba.1968.1-79 <p>Review</p> <ul style="list-style-type: none"> • Kulik, J. A., Kulik, C.-I. C., & Cohen, P. A. (1979). A meta-analysis of outcome studies of Keller's personalized system of instruction. <i>American Psychologist</i>, 34(4), 307-318. doi:10.1037/0003-066X.34.4.307
T May 14 Tuesday	<p>Forum: Gary Burlingame, Distinguished Faculty Lecturer</p>	<p>Discussion Class 5 - Precision Teaching Closes</p>
W May 15 Wednesday	<p>Precision Teaching</p> <p>BACB H7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision</p> <p>BACB G22 Use procedures to promote maintenance</p>	<p>Read</p> <ul style="list-style-type: none"> • Johnson, K. R. & Layng, T. V. J. (1996). On terms and procedures: Fluency. <i>The Behavior Analyst</i>, 19(2), 281-288. • Precision TeachingTEC90.pdf Download • Chapter 7: Change in Kubina & Yurich (2016) <i>The Precision Teaching Book</i>. Greatness Achieved: Lemont, PA. Course Reserves <p>Review</p> <ul style="list-style-type: none"> • Chartlytics - 001 Standard Celeration Chart Construction • Chartlytics - 002 Standard Celeration Data Entry Basics
Su May 19 Sunday		<p>Discussion Class 6 - Assessment Closes</p> <p>Discussion Class 7 - Reinforcement Selection Closes</p>
Week 4		

M May 20 Monday	<p>Screening</p> <p>GUEST LECTURE - Dr. Ellie Young</p> <p>Assessment discussion (online only)</p> <p>Reinforcement: Selection and</p> <p>Evaluation in Group Applications</p> <p>BACB H2 Identify potential interventions based on assessment results and the best available scientific evidence.</p> <p>CEC-ADV 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p>	<p>Team Observation</p> <p>Read</p> <ul style="list-style-type: none"> • SRTI Chapter 5 • McIntosh & Goodman (2017) Chapter 2: The Relationship Between Academic Skills and Behavior Course Reserves <p>Review</p> <ul style="list-style-type: none"> • poster124-hearon_barclay-apbs2016.pdf Download <p>Mid-Course Evaluation</p>
T May 21 Tuesday	<p>Devotional: Julianne Grose, Associate Professor of Microbiology and Molecular Biology</p>	

W May 22 Wednesday	<p>NO CLASS</p> <p>BACB G19 Use token economies</p> <p>BACB G1 Use positive and negative reinforcement procedures to strengthen behavior</p>	<p>Exam #1 Opens</p> <p>Read</p> <ul style="list-style-type: none"> • Applied Behavior Analysis <ul style="list-style-type: none"> ◦ Ch. 11 Positive Reinforcement p. 274-283 • Soares, D. A., Harrison, J. R., Vannest, K. J., & McClelland, S. S. (2016). Effect size for token economy use in contemporary classroom settings: A meta-analysis of single-case research. <i>School Psychology Review</i>, 45(4), 379-399. doi:10.17105/SPR45-4.379-399 <p>Review</p> <ul style="list-style-type: none"> • Applied Behavior Analysis <ul style="list-style-type: none"> ◦ Ch. 26 Token Economies p. 560-567
Su May 26 Sunday		
Week 5		
M May 27 Monday	<p>Memorial Day</p> <p>NO CLASS</p>	
T May 28 Tuesday		Selecting a Treatment
W May 29 Wednesday	<p>Foundations of an effective tiered system (Tier II)</p> <p>Measuring Treatment Integrity</p> <p>CEC-ADV 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.</p>	<p>Read</p> <ul style="list-style-type: none"> • SRTI Chapter 6 • Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J. J., & Helman, L. (2016). Problem analysis at Tier 2: Using data to find the category of the problem. in <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u> <ul style="list-style-type: none"> ◦ https://drive.google.com/drive/folders/0B6dZro5OycsKUnB3RURkYllhZW8?usp=sharing <p>Exam #1 Closes</p>
F May 31 Friday	<p>Spring Instructor Ratings Open</p>	

M Jun 03 Monday	<p>High-P Instructional Sequence</p> <p>BACB G13 Use the high-probability instructional sequence.</p> <p>BACB G15 Use extinction.</p>	<p>Read</p> <ul style="list-style-type: none"> • Cowan, R. J., Abel, L., & Candel, L. (2017). A meta-analysis of single-subject research on behavioral momentum to enhance success in students with autism. <i>Journal of Autism and Developmental Disorders</i>, 47(5), 1464-1477. doi:10.1007/s10803-017-3076-6 <p>Review</p> <ul style="list-style-type: none"> • Applied Behavior Analysis p. 492-494. • 01_HPRS_Implementation-Checklist.pdf Download
T Jun 04 Tuesday	<p>Devotional: Phillip Rash, Assistant Dean of Undergraduate Education</p>	<p>Discussion Class 10 - Self-Management Closes</p>

<p>W Jun 05 Wednesday</p>	<p>Self-Management Procedures</p> <p>Contextual Fit Assignment</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Students will be able to identify common function of child behavior in applied contexts • Students will be able to explain the role of functional behavior assessment in intervention design. • Students will be able to use self-monitoring to evaluate their own behavior and design resources for school or clinic. <p>BCBA G18 Use group contingencies.</p> <p>BCBA G20 Use self-management strategies.</p>	<p>Read</p> <ul style="list-style-type: none"> • Hansen, B. D., Wills, H. P., Kamps, D. M., & Greenwood, C. R. (2014). The effects of function-based self-management interventions on student behavior. <i>Journal of Emotional and Behavioral Disorders</i>, 22(3), 149-159. doi:10.1177/1063426613476345 <p>Review</p> <ul style="list-style-type: none"> • WWC Review of Function-based Interventionswwc_fba_011017.pdf Download
<p>Su Jun 09 Sunday</p>		<p>Discussion Class 11 - Generalization Closes</p>
<p>Week 7</p>		

<p>M Jun 10 Monday</p>	<p>Intensifying Instruction</p> <p>GUEST LECTURE - Dr. Beth Cutrer</p> <p>Promoting Generalization</p> <ul style="list-style-type: none"> • Students will <ul style="list-style-type: none"> be able to define generalization and explain maintenance in this context • Students will be able to link generalization strategies with existing Tier II or III interventions <p>BCBA G21 Use procedures to promote stimulus and response generalization.</p> <p>BCBA H5 an for possible unwanted effects when using reinforcement, extinction, and punishment procedures</p>	<p>Read</p> <ul style="list-style-type: none"> • SRTI Chapter 7 • Applied Behavior Analysis Chapter 28 p. 620-647 <p>Evaluating Contextual Fit</p>
<p>T Jun 11 Tuesday</p>	<p>Devotional: Ellie Young, Associate Professor of Clinical Psychology and Special Education</p>	<p>Discussion Class 12 - Verbal Operants Closes</p>

W Jun 12 Wednesday	<p>Teaching Verbal Operants</p> <ul style="list-style-type: none"> • Students will be able to compare and contrast a structural or formal analysis of language with B.F. Skinner's functional account • Students will be able to identify simple verbal operants • Students will be able to explain how a functional analysis of language can help us develop interventions <p>BCBA G11 Use Skinner's analysis to teach verbal behavior</p> <p>BCBA G12 Use equivalence based instruction</p> <p>BCBA G14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</p>	<p>Read</p> <ul style="list-style-type: none"> • Applied Behavior Analysis Chapter 25 <p>Precision Teaching/SAFMEDS</p>
Su Jun 16 Sunday	Discussion Class 13 - Epilogue Closes	
Week 8		

M Jun 17 Monday	The Future of Special Education	Textbook <ul style="list-style-type: none">• SRTI Epilogue Discussion Leader Tiered Treatment Plan Tiered Treatment Plan Presentation
T Jun 18 Tuesday	Spring Exam Preparation (06/18/2019 - 06/18/2019)	Exam #2 Opens
W Jun 19 Wednesday	First Day of Spring Final Exams (06/19/2019 - 06/20/2019) Final Exam: 341 MCKB 5:00pm - 6:50pm	
Th Jun 20 Thursday		Exam #2 Closes