

# Instructor/TA Info

## Instructor Information

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## Course Information

### Description

The purpose of this graduate-level course is to train future BCBAs 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, 5<sup>th</sup> 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%
E	0%

### 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

#### Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp

Sep  
21

Due: Tuesday, Sep 21 at 11:59 pm

#### Direct Instruction

What are the critical features of Concentrated Instruction/Behavior Cusp? What experiences have you had with Concentrated Instruction/Behavior Cusp?

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

#### Best Available Evidence

Sep  
21

Due: Tuesday, Sep 21 at 11:59 pm

You 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

Sep  
28

Due: Tuesday, Sep 28 at 4:00 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.*

#### Team Observation

Oct  
02

Due: Saturday, Oct 02 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 DOPA form while observing the team meeting and write up a 1-2 page summary of what you thought the

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.

### Discussion Class 5 - Precision Teaching

Oct  
05

Due: Tuesday, Oct 05 at 4:00 pm

#### 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.*

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### Discussion Class 6 - Assessment

Oct  
12

Due: Tuesday, Oct 12 at 4:00 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 Leader #1

Oct  
12

Due: Tuesday, Oct 12 at 7:00 pm

You will sign up to be a discussion leader at the following URL: <https://docs.google.com/spreadsheets/d/1AFaXr8FWi5wLTHndFKqJsaMFKkInvzkDqmPWPZt93TQ/edit#gid=0> (<https://docs.google.com/spreadsheets/d/1AFaXr8FWi5wLTHndFKqJsaMFKkInvzkDqmPWPZt93TQ/edit#gid=0>).

There will be only one discussion leader for a given class period.

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.

### Mid-Course Evaluation

Oct  
18

Due: Monday, Oct 18 at 11:59 pm

### Discussion Class 7 - Reinforcement Selection

Oct  
19

Due: Tuesday, Oct 19 at 4:00 pm

#### Reinforcement Selection & Use

Which of the preference or reinforcer assessment procedures have you used in practice (see Figure 11.1 p. 270, Cooper et al., 2020, ABA)? 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.*

#### Essay #1: Selecting a Treatment

Oct

Due: Saturday, Oct 23 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.

Definition of a Problem-based Question: "A well-constructed question that defines the population or student(s) under consideration (e.g., third grade student(s) with autism), the outcome to be achieved (e.g., increased reading comprehension), and key features of the setting (e.g., special education teacher and six students in self-contained classroom)... In a problem-based question, the practitioner asks about the best interventions to solve a specific problem" (Spencer et al., 2012, p. 140).

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 7th edition 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=8a38f36e-fPCa-LRKC-YqEq-sid2dd604691&pubhash=WrzU9f0-M37bEnhepZe313g78HNheanOYKXjkfjuMldRn6xR-Lrlvzb83OxigqslKivbaWjgn7bHLqTIOgk\\_g==](plugins/Upload/fileDownload.php?fileId=8a38f36e-fPCa-LRKC-YqEq-sid2dd604691&pubhash=WrzU9f0-M37bEnhepZe313g78HNheanOYKXjkfjuMldRn6xR-Lrlvzb83OxigqslKivbaWjgn7bHLqTIOgk_g==))

	<b>Exemplary (6)</b>	<b>Very Good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Opportunity to Improve (0 - 1)</b>
<b>Problem-based Question</b>	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.
<b>Relevant Treatments</b>	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.
<b>Best Available Evidence</b>	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.
<b>Treatment Selection</b>	A justification for the treatment with the best available evidence is provided considering all facets of evidence-based	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.

	level of evidence based practice.	evidence reviewed.		literature.
<b>Conventions</b>	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

**Oct  
23**

Due: Saturday, Oct 23 at 11:59 pm

This exam will cover material from the readings, assignments, and lectures up to this point in the semester. Please only use what you remember from class, your readings, and your studying, to take this exam (i.e., closed book, closed note, closed internet or any other resource). The exam is not timed. Good Luck!

### Discussion Class 8 - Foundations of an effective tiered system

**Oct  
26**

Due: Tuesday, Oct 26 at 4:00 pm

#### Reinforcement Selection & Use

What experiences have you had with Measuring Treatment Integrity?

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

#### Precision Teaching/SAFEMEDS

**Oct  
30**

Due: Saturday, Oct 30 at 11:59 pm

#### Precision Teaching/SAFEMEDS Assignment

Begin by creating a deck of SAFEMEDS cards. These can be created with 3x5 cards, or could be printed on both sides of a sheet of paper and cut out in to smaller flash card (e.g., the size of a business card). Laminate the cards if you would like. Make one side of the card the definition and the other side the term. It is recommended to use the Glossary from the Cooper et al., 2020 ABA book to create your SAFEMEDS. This will double as preparing you for the BCBA exam.

SAFEEDS = Say All Fast a Minute Every Day Shuffled

S -- say -- the learner should say the responses out loud. Not "think" the responses silently.

A -- all -- one works with the entire deck of cards as a unit. Versus peeling off the first 10 cards only.

F -- fast -- in the timed sessions, work through the cards as quickly as possible. Not slowly like flashcards.

M -- minute -- the brief, timed sessions are just that, brief! Either a minute, a half-minute, quarter minute, etc.

E -- every --

D -- day -- do the brief, timed sessions every day, at least once a day.

S -- shuffle the cards well before doing a timing.

#### Rubric for SAFEMEDS Assignment

33 points possible

1. One point for each day you accurately recorded data in 18 continuous days (Mon-Sat).
2. 5 points for accurate decision making (e.g., placement of the phase change line)
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.

Use either of the below SCC charts for graphing your data.

615-05, Standard Celeration Chart.png [Download \(plugins/Upload/fileDownload.php?fileId=93271bfd-kZdd-QXAK-DwcO-Zw37fd383d60&pubhash=V5ksc72E4kP6iqm3puXKN5tpti75bOugtvZKz-4Q6RoJq0FtP-0REAn0St3GwPk4CSKlzHmFlquYcqyaRKEbQA==\)](#)

615-05, Standard Celeration Chart 2.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=66b59833-nsKT-1DBL-XUD1-39849ed54002&pubhash=xDfdSSDCuGtepgltYwYZuM9pYdGRWjEUMtE7tw3IRwXmYXtT5\\_qjyvk3Cc39oDr\\_q-6fc9o38GSSdWFLVuoQpq==\)](#)

**Discussion Class 9 - High P**

**Nov  
02**

Due: Tuesday, Nov 02 at 4:00 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?

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**Discussion Class 10 - Self-Management**

**Nov  
09**

Due: Tuesday, Nov 09 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?

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**Discussion Class 11 - Generalization**

**Nov  
16**

Due: Tuesday, Nov 16 at 4:00 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**

**Nov  
16**

Due: Tuesday, Nov 16 at 11:59 pm

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 \(plugins/Upload/fileDownload.php?fileId=83e7a95a-agqW-waPG-qARP-WH8ac9d9828c&pubhash=sxq\\_qTi3M3uRZU\\_FyTN7S9Va5Jp5jDQMSXeMizKGTS428kWNiohxpLcE5KlsoWic0aW\\_SGiX7HMBCow\\_RUc9rg==\)](#)  
2019 Hexagon Tool - NIRN Hexagon Discussion Analysis Tool v2.2.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2dd70e26-sSpf-nXh9-wrXe-rz72d4449b10&pubhash=P\\_g7BsJ6hwmthVmd33jduEufe7nLm6mSO6Uea1VjDwi\\_lykwkmASI3fH4Bb\\_PUTfgjl8UnQXgfU7EHTmYKlufg==\)](#)

Evaluating Contextual Fit Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=5d35d4a0-nvPW-te6T-iQ3L-r0cf10771e42&pubhash=RMGrxN0eBtkIV9n54fZjcyzre-Cury2PAYcDzCHBBSjH8exW90Jwlz075887d1YYacZ4t\\_07KQil1whYFQ-w==\)](#)

	<b>Exemplary</b> (5)	<b>Very Good</b> (5 - 4)	<b>Good</b> (3 - 2)	<b>Opportunity to Improve</b> (0 - 1)
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<b>Description of Practice</b>	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.
<b>Hexagon Tool Dimensions &amp; Ratings</b>	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.
<b>Supporting Evidence</b>	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.
<b>Next Steps</b>	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.
<b>Conventions</b>	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

Nov  
30

Due: Tuesday, Nov 30 at 4:00 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.*

### Discussion Class 13 - Epilogue

Dec  
07

Due: Tuesday, Dec 07 at 4:00 pm

Whether you serve in a clinic or school, what are the most challenging problems that currently hinder your efforts to

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 #2

Dec  
07

Due: Tuesday, Dec 07 at 11:59 pm

You will sign up to be a discussion leader at the following URL: <https://docs.google.com/spreadsheets/d/1AFaXr8FWi5wLTHndFKqJsaMFKkInvzkDqmPWPZt93TQ/edit#gid=0> (<https://docs.google.com/spreadsheets/d/1AFaXr8FWi5wLTHndFKqJsaMFKkInvzkDqmPWPZt93TQ/edit#gid=0>).

There will be only one discussion leader for a given class period.

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.

## Essay #2: Tiered Treatment Plan

Dec  
07

Due: Tuesday, Dec 07 at 11:59 pm

Develop a Tiered Prevention Framework for your school/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.). In text citations and the reference page(s) should be included using APA style (7th Edition). Example\_Tiered Treatment Plan.docx [Download \(plugins/Upload/fileDownload.php?fileId=8cc9ab05-EJs8-06mf-kaQ9-Rgcd5ac4f0f8&pubhash=WCSmdxqRQXHivKm455yRomqaH6yLhZpjeZZiifueplxAy2a7OtGnCeQ76WepS8-1vijruBML46s7HI8KmaBj-A==\)](https://www.dropbox.com/s/8cc9ab05-EJs8-06mf-kaQ9-Rgcd5ac4f0f8&pubhash=WCSmdxqRQXHivKm455yRomqaH6yLhZpjeZZiifueplxAy2a7OtGnCeQ76WepS8-1vijruBML46s7HI8KmaBj-A==)

	<b>Exemplary (5)</b>	<b>Very Good (3 - 4)</b>	<b>Good (1 - 2)</b>	<b>Opportunity to Improve (0)</b>
<b>Description of Context/Collective Responsibility</b>	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.
<b>Empirically-supported Tier I Strategies</b>	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.



<b>Empirically-supported Tier II Strategies</b>	Tier II strategies are identified that meet the following standards: Targeted, empirically-supported, additive, and delivered by trained professionals relative to academic and/or social behavior support.	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.
<b>Empirically-supported Tier III Strategies</b>	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.
<b>Data Systems and Screening</b>	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.
<b>Conventions</b>	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.

**Tiered Treatment Plan Presentation**

**Dec 07**

Due: Tuesday, Dec 07 at 11:59 pm

Presentations should be limited to 5-7 minutes.

**Exam #2**

**Dec 17**

Due: Friday, Dec 17 at 11:59 pm

This exam covers material from throughout the course drawn from readings, assignments, and lectures. Please only use what you remember from class, your readings, and your studying, to take this exam (i.e., closed book, closed note, closed internet or any other resource). The exam is not timed. Good Luck!

**Point Breakdown**

Categories	Percent of Grade
Discussions	13%

Discussion Leader	9.46%
Assignments	17.26%
Presentations	10.64%
Essays	14.18%
Exams	35.46%
Extra Credit	0%

## University Policies

### Honor Code

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

### Preventing Sexual Misconduct

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.

## Schedule

Date	Topics & Standards	Readings	Assignments
Week 1			
T Aug 31 Tuesday			
Week 2			
M Sep 06 Monday	<b>Labor Day</b>		

<p>T Sep 07 Tuesday</p>	<p>Course Overview</p> <p>Introductions</p> <p>Evidence-based Practice</p> <p>Empirically-Supported Treatments</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 <u>Sign-up</u></p> <p>Sign up to be a <u>Discussion Leader</u></p> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Slocum, Dietrich, Wilczynski, Spencer, Lewis, &amp; Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis</li> <li>• CEC Quality Indicators</li> </ul>	
<p>Week 3</p>			
<p>T Sep 14 Tuesday</p>	<p>MTSS/RTI/PBIS/CI3T</p> <p>Team Initiated Problem Solving (TIPS) - DORA Form</p> <p>CEC-ADV 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Simplifying Response to Intervention (SRTI) Preface, Chapters 1-3</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.tips2info.blogspot.com">www.tips2info.blogspot.com</a></li> <li>• Ardoin, S. P., Wagner, L., &amp; Bangs, K. E. (2016). Applied behavior analysis: A foundation for response to intervention. In Jimerson, S. R., Burns, M. K., &amp; VanDerHeyden, A. M. (Eds.), <u>Handbook of Response to Intervention</u> (pp. 29-42)</li> </ul>	<p><b>Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp Opens</b></p>
<p>Week 4</p>			
<p>T Sep 21 Tuesday</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><b>Read</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 4</li> <li>• Bosch, S., &amp; Fuqua, R. W. (2001). Behavioral Cusps: A model for selecting target behaviors. <i>Journal of Applied Behavior Analysis</i>, 34(1), 123-125 doi: <a href="https://doi.org/10.1901/jaba.2001.34-123">10.1901/jaba.2001.34-123</a></li> </ul> <p>Unpacking Standards Activity.docx <a href="#">Download</a></p> <p>Utah Core Standards</p>	<p><b>Best Available Evidence Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp Closes Discussion Class 4 - Direct Instruction/PSI Opens Discussion Class 5 Precision Teaching</b></p>

		Utah Core Standards	- Precision Teaching Opens
Week 5			
T Sep 28 Tuesday	<p>Direct Instruction/Explicit Instruction/Personalized System of Instruction</p> <p>BACB G5 Use modeling and imitation training</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Kim, T., &amp; 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</li> <li>Keller, F. S. (1968). Goodbye teacher. <i>Journal of Applied Behavior Analysis</i>, 1(1), 79-89. doi:10.1901/jaba.1968.1-79</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Kulik, J. A., Kulik, C.-I. C., &amp; 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</li> </ul>	<p><b>Discussion Class 4 - Direct Instruction/PSI Closes</b></p> <p><b>Discussion Class 6 - Assessment Opens</b></p>
Sa Oct 02 Saturday			<b>Team Observation</b>
Week 6			
T Oct 05 Tuesday	<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><b>Read</b></p> <ul style="list-style-type: none"> <li>Johnson, K. R. &amp; Layng, T. V. J. (1996). <u>On terms and procedures: Fluency</u>. <i>The Behavior Analyst</i>, 19(2), 281-288.</li> <li>Precision TeachingTEC90.pdf <a href="#">Download</a></li> <li>Chapter 7: Change in Kubina &amp; Yurich (2016) <i>The Precision Teaching Book. Greatness Achieved: Lemont, PA.</i> Access in Course Reserves (click on Library Resources)</li> </ul> <p><b>Review</b></p>	<p><b>Discussion Class 5 - Precision Teaching Closes</b></p> <p><b>Discussion Class 7 - Reinforcement Selection Opens</b></p>
Week 7			
T Oct 12 Tuesday	<p>Reinforcement: Selection and Evaluation in Group Applications</p> <p>Screening</p> <p>GUEST LECTURE - Dr. Ellie Young</p> <p>Assessment discussion</p> <p><b>Discussion Leader #1</b></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><b>Read</b></p> <ul style="list-style-type: none"> <li>SRTI Chapter 5</li> <li>McIntosh &amp; Goodman (2017) Chapter 2: The Relationship Between Academic Skills and Behavior - Course Reserves</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>poster124-hearon_barclay-apbs2016.pdf <a href="#">Download</a></li> </ul>	<p><b>Discussion Class 6 - Assessment Closes</b></p> <p><b>Discussion Class 8 - Foundations of an effective tiered system Opens</b></p>
Sa Oct 16 Saturday			

Week 8			
M Oct 18 Monday			<b>Mid-Course Evaluation</b>
T Oct 19 Tuesday	<p>Positive Reinforcement/Preference Assessment/Token Economies</p> <p>BACB G1 Use positive and negative reinforcement procedures to strengthen behavior</p> <p>BACB G19 Use token economies</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis <ul style="list-style-type: none"> <li>◦ Ch. 11 Positive Reinforcement p. 252-286</li> </ul> </li> <li>• Soares, D. A., Harrison, J. R., Vannest, K. J., &amp; 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. <a href="https://doi.org/10.17105/SPR45-4.379-399">doi:10.17105/SPR45-4.379-399</a></li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis <ul style="list-style-type: none"> <li>◦ Ch. 28 Token Economies p. 656 - 664</li> </ul> </li> </ul>	<p><b>Exam #1 Opens Discussion Class 7 - Reinforcement Selection Closes Discussion Class 9 - High P Opens</b></p>
Sa Oct 23 Saturday			<b>Essay #1: Selecting a Treatment Exam #1 Closes</b>
Week 9			
T Oct 26 Tuesday	<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><b>Read</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 6</li> <li>• Problem analysis at Tier 2: Using data to find the category of the problem. In <a href="#">Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</a> Part IV, Tier 2, P. 293-308 - Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J. J., &amp; Helman, L. (2016).</li> </ul>	<p><b>Discussion Class 8 - Foundations of an effective tiered system Closes Discussion Class 10 - Self-Management Opens</b></p>
Sa Oct 30 Saturday			<b>Precision Teaching/SAFMEDS</b>
Week 10			

T Nov 02 Tuesday	<p>High-P Instructional Sequence</p> <p>BACB G13 Use the high-probability instructional sequence.</p> <p>BACB G15 Use extinction.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Cowan, R. J., Abel, L., &amp; 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. <a href="https://doi.org/10.1007/s10803-017-3076-6">doi:10.1007/s10803-017-3076-6</a></li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis p. 619-621, High-Probability Instructional Sequence.</li> <li>• 01_HPRS_Implementation-Checklist.pdf <a href="#">Download</a></li> </ul>	<p><b>Discussion Class 9</b> - High P Closes <b>Discussion Class 11</b> - Generalization <b>Opens</b></p>
Week 11			
T Nov 09 Tuesday	<p>Self-Management Procedures</p> <p>Contextual Fit Assignment</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• Students will be able to identify common function of child behavior in applied contexts</li> <li>• Students will be able to explain the role of functional behavior assessment in intervention design.</li> <li>• Students will be able to use self-monitoring to evaluate their own behavior and design resources for school or clinic.</li> </ul> <p>BCBA G18 Use group contingencies.</p> <p>BCBA G20 Use self-management strategies.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Hansen, B. D., Wills, H. P., Kamps, D. M., &amp; 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. <a href="https://doi.org/10.1177/1063426613476345">doi:10.1177/1063426613476345</a></li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• WWC Review of Function-based Interventionswwc_fba_011017.pdf <a href="#">Download</a></li> </ul>	<p><b>Discussion Class 10</b> - Self-Management Closes <b>Discussion Class 12</b> - Verbal Operants <b>Opens</b></p>
Week 12			

<p>T Nov 16 Tuesday</p>	<p><b>Intensifying Instruction</b></p> <p>GUEST LECTURE: Dr. Elizabeth Cutrer</p> <p><b>Promoting Generalization</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define generalization and explain maintenance in this context</li> <li>• Students will be able to link generalization strategies with existing Tier II or III interventions</li> </ul> <p><b>Data-based Individualization</b></p> <p>BCBA G21 Use procedures to promote stimulus and response generalization.</p> <p>BCBA H5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures</p> <p>BCBA H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Fuchs, L. S., Fuchs, D., &amp; Malone, A. S. (2017). The taxonomy of intervention intensity. <i>Teaching Exceptional Children, 50</i>(1), 35-43.</li> <li>• Applied Behavior Analysis Chapter 30 p. 714-753</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 7 - Certain Access: How Do We Get Every Child There? - (Buffum et al., 2016)</li> <li>• Harn, B. A., Linan-Thompson, S., &amp; Roberts, G. (2008). Intensifying instruction: Does additional instructional time make a difference for the most at-risk first graders?. <i>Journal of Learning Disabilities, 41</i>(2), 115-125.</li> <li>• Powell SR, Stecker PM. Using data-based individualization to intensify mathematics intervention for students with disabilities. <i>Teaching Exceptional Children. 2014 Mar;46</i>(4):31-7.</li> </ul>	<p><b>Discussion Class 11</b>  <b>- Generalization Closes</b>  <b>Evaluating Contextual Fit</b></p>
<p>Week 13</p>			
<p>T Nov 23 Tuesday</p>	<p><b>Friday Instruction</b></p> <p>No Class</p>		<p><b>Discussion Class 13</b>  <b>- Epilogue Opens</b></p>
<p>Week 14</p>			

T Nov 30 Tuesday	<p>Teaching Verbal Operants</p> <ul style="list-style-type: none"> <li>• Students will be able to compare and contrast a structural or formal analysis of language with B.F. Skinner's functional account</li> <li>• Students will be able to identify simple verbal operants</li> <li>• Students will be able to explain how a functional analysis of language can help us develop interventions</li> </ul> <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><b>Read</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis Chapter 18, "Verbal Behavior".</li> </ul>	<p><b>Discussion Class 12 - Verbal Operants Closes</b></p>
Week 15			
T Dec 07 Tuesday	<p><b>Discussion Leader #2</b></p> <p>The Future of Special Education</p>	<p>Textbook</p> <ul style="list-style-type: none"> <li>• SRTI Epilogue</li> </ul>	<p><b>Essay #2: Tiered Treatment Plan</b>  <b>Discussion Class 13 - Epilogue Closes</b>  <b>Tiered Treatment Plan Presentation</b></p>
W Dec 08 Wednesday			
Th Dec 09 Thursday			<p><b>Exam #2 Opens</b></p>
Week 16			
F Dec 17 Friday	<p>Final Exam:</p> <p>343 MCKB</p> <p>7:00pm - 10:00pm</p>		<p><b>Exam #2 Closes</b></p>