Instructor/TA Info

Instructor Information

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Course Information

Books/Articles

1. Required texts:

> Jimerson, S. R., Burns, M. K., VanDerHeyden, A. M. (2015). *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Sytems of Support.* New York, NY: Springer. (**AVAILABLE FOR FREE THROUGH BYU LIBRARY**)
> Cooper, J. A., Heron, T. E., & Heward, W. L. (2007). Applied Behavior Analysis (Second). Upper Saddle River, NJ: Pearson.
> Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (2009). *Handbook of Positive Behavior Support.* New York, NY: Springer. (**AVAILABLE FOR FREE THROUGH BYU LIBRARY**)
> Utah State Office of Education (2015). Least Restrictive Behavioral Interventions: LRBI Technical Assistance Manual. Salt Lake City, UT: USOE. Retrieved from http://www.schools.utah.gov/sars/Behavior/ManualWeb.aspx (http://www.schools.utah.gov/sars/Behavior/ManualWeb.aspx) (**AVAILABLE FOR FREE ONLINE**)

Description

The purpose of this course is to provide students with advanced training in the theory, practices, procedures, and evaluation of Positive Behavior Support systems in schools. Students will participate in a variety of applied activities to develop a strong foundation in the assessment of problem behavior and the application of tailored, effective interventions. Specifically, students will learn to (a) assess problem behavior using functional behavioral assessment methods, (b) design and implement positive behavior support interventions, (c) establish positive learning environments that prevent the development and escalation of problem behavior, and (d) evaluate the impact of school-wide behavior supports on critical school outcomes.

Grading Scale

Grades	Percent
A	95%

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

Learning Outcomes

Learning Outcomes
After participating in this course, students will be able to:

1. Identify empirically-supported treatments appropriate for Tier 2 group intervention and support;
2. Describe and apply targeted social skills instruction in school settings;
3. Describe and apply BEP and CICO procedures to school settings;
4. Describe and apply self-management strategies and interventions;
5. Describe and apply a functional approach to individualized behavior support;
6. Design and implement FBA procedures including Functional Analysis and TBFA;
7. Design and implement comprehensive behavior management support plans that are based on FBA information;
8. Utilize assessment data to develop strategies to encourage the development of verbal behavior;
9. Describe the necessary components of a comprehensive system of behavioral support for students with severe problem behaviors;
10. Appropriately communicate information about assessment, intervention, and outcomes with parents, school professionals, and students;

CEC Advanced Preparation Standards

2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

   b. Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
   b. Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
   b. Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

    c. Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

BCBA *Standards*
Behavior-Change Considerations

- **C-01** State and plan for the possible unwanted effects of reinforcement.
- **C-02** State and plan for the possible unwanted effects of punishment.
- **C-03** State and plan for the possible unwanted effects of extinction.

Behavior Change Systems

- **F-01** Use self-management strategies.
- **F-02** Use token economies and other conditioned reinforcement systems.
- **F-07** Use functional communication training.
- **F-08** Use augmentative communication systems.

Fundamental Elements of Behavior Change

- **D-08** Use discrete-trial and free-operant arrangements.
- **D-09** Use the verbal operants as a basis for language assessment.
- **D-10** Use echoic training.
- **D-11** Use mand training.
- **D-12** Use tact training.
- **D-13** Use intraverbal training.
- **D-14** Use listener training.
- **D-19** Use combinations of reinforcement with punishment and extinction.
- **D-20** Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).
- **D-21** Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).

Specific behavior change Principles

- **E-01** Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
- **E-02** Use discrimination training procedures.
- **E-03** Use instructions and rules.
- **E-04** Use contingency contracting (i.e., behavioral contracts).
- **E-05** Use independent, interdependent, and dependent group contingencies.
- **E-06** Use stimulus equivalence procedures.

Intervention

- **J-01** State intervention goals in observable and measurable terms.
- **J-02** Identify potential interventions based on assessment results and the best available scientific evidence.
- **J-03** Select intervention strategies based on task analysis.
- **J-04** Select intervention strategies based on client preferences.
- **J-05** Select intervention strategies based on the client's current repertoires.
- **J-06** Select intervention strategies based on supporting environments.
- **J-07** Select intervention strategies based on environmental and resource constraints.
- **J-08** Select intervention strategies based on the social validity of the intervention.
- **J-09** Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
- **J-10** When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- **J-11** Program for stimulus and response generalization.
- **J-12** Program for maintenance.
- **J-13** Select behavioral cusps as goals for intervention when appropriate.
- **J-14** Arrange instructional procedures to promote generative learning (i.e., derived relations).
- **J-15** Base decision-making on data displayed in various formats.

Implementation, Management, & Supervision

- **K-01** Provide for ongoing documentation of behavioral services.
- **K-02** Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
- **K-03** Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures
- **K-04** Design and use effective performance monitoring and reinforcement systems.
- **K-05** Design and use systems for monitoring procedural integrity.
- **K-06** Provide supervision for behavior-change agents.
- **K-07** Evaluate the effectiveness of the behavioral program.
- **K-08** Establish support for behavior-analytic services from direct and indirect consumers.
- **K-09** Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
- **K-10** Arrange for the orderly termination of services when they are no longer required.

Discretionary topics

- **D-09** Use the verbal operants as a basis for language assessment.
- **D-10** Use echoic training.
- **D-11** Use mand training.
- **D-12** Use tact training.

Grading Policy

All due dates and times are specified in Learning Suite. Assignments that are not turned in by the due date/time will be considered late. Assignments that are late will be dropped a full letter grade beginning after the due date and time. Assignments will be dropped an additional letter grade for each day after. I will grade late assignments when I find the time and can only guarantee that they will be graded by the end of the semester.

Participation Policy

The solutions to the problems that persist in our classrooms and schools require open, honest dialog. Start developing the kinds of interpersonal skills that will help you nurture communication by showing respect to every member of our class, every day. Respectful participation includes thoughtful consideration of other's opinions, active listening, commenting frequently, and looking for common ground first.

Asking relevant questions is one of the best indicators of engagement and participation. The only way you will learn and grow in this class is by challenging our assumptions with an open, inquisitive mind.

Attendance Policy

Students are expected to be on time for the start of class and to participate throughout the scheduled class period. If attendance becomes a problem (i.e., someone starts missing classes), I will adjust a students grades to reflect their attendance. If you are going to miss a class, please arrange it with me prior to missing class.

Expectations

1. Attend each class session and actively participate by asking questions, answering questions, making comments, and facilitating the discussion.
2. Complete all assigned readings and assignments prior to the beginning of class.
3. Use your computer for taking notes or reading required course materials only.

Notes

Computers

I prefer to take notes using a computer however, I know that computers can be very distracting. We have a limited time together and a lot to cover. So, I would ask you to delay checking Facebook, Instagram, email, and any other site while instruction/discussion is occurring. If I notice that people are using their computers for things unrelated to class, I will address the issue with the class and may request that you not bring computers to class.

A tool that I have found very helpful is an app called Self Control (https://selfcontrolapp.com/). It allows you to block access to the internet for a predetermined amount of time. If you know that your computer will be a temptation, I recommend using the app. It is free.

Course content and schedule

I reserve the right to make changes to the content and schedule in order to, better address the needs of the students, better address the content, or address conflicts that may arise.

Assignments

Assignment Descriptions

Quiz#1

Jun 29	Due: Thursday, Jun 29 at 9:00 am

Quiz#2

Jul 06	Due: Thursday, Jul 06 at 11:59 pm

Quiz #3

Jul
11

Due: Tuesday, Jul 11 at 11:59 pm

This quiz will consist of a two page response to the webinar. On the first page, provide a summary of the hight points of the webinar. On the second page, discuss applications of the content to contexts that are relevant or will be relevant to you.
PLEASE SUBMIT YOUR RESPONSE PAPERS VIA LEARNINGSUITE

Quiz #4

Jul
13

Due: Thursday, Jul 13 at 11:59 pm

Quiz #5

Jul
18

Due: Tuesday, Jul 18 at 11:59 pm

Quiz#6

Jul
20

Due: Thursday, Jul 20 at 11:59 pm

Midterm

Jul
25

Due: Tuesday, Jul 25 at 11:59 pm

Quiz #7

Jul
27

Due: Thursday, Jul 27 at 11:59 pm

Tier 1 Presentation

Jul
27

Due: Thursday, Jul 27 at 11:59 pm

Prepare a 30 min presentation on Tier 1 - Schoolwide Positive Behavior Support that you can deliver to your school staff.

Create the presentation on any platform that you like (e.g., PowerPoint, Prezi, Google Slides, etc.)
Create a screencast of your presentation.
Submit the screencast of your presentation.

Here's a video about how to create a screencast if you need it.
Making Screencasts with Screencastify & Google Slides.mp4

Midterm Exam

Jul 27	Due: Thursday, Jul 27 at 11:59 pm

The exam is closed book, closed note, closed neighbor, and closed internet.

Quiz #8

Aug 01	Due: Tuesday, Aug 01 at 11:59 pm

Quiz #9

Aug 03	Due: Thursday, Aug 03 at 11:59 pm

Quiz #10

Aug 08	Due: Tuesday, Aug 08 at 11:59 pm

PBIS Topic Presentation

Aug 10	Due: Thursday, Aug 10 at 8:59 am

Select a topic that you will teach to the class.
Prepare a 30 min presentation on that topic. You need to describe what is happening in PBS related to your topic (e.g., popular interventions, big ideas, the state of the research, the state of practice). The purpose of your presentation is to bring the class up to speed on your topic. You might consider describing how your topic has developed over time (e.g, juvenile justice began as schoolwide, then alternative school settings, then juvenile justice) and what meaningful contributions your topic is making to the field currently.

You will be graded on the content (i.e., do you cover the big ideas on that topic?), your organization (i.e., do the ideas flow from one to the next in a cohesive narrative?), and your presentation (i.e., is the presentation informative and engaging?).

You are welcome to include group activities in your presentation so long as they don't take up more than a total of about 5 min.

You need to send me two research articles on the topic prior to your presentation.

Teach that topic to the class.

Peers will evaluate your performance and that will factor into your grade.

If you have any questions at all, please feel free to call or text.

Tier 2 Presentation

Aug 10	Due: Thursday, Aug 10 at 11:59 pm

Final Exam

Aug 16	Due: Wednesday, Aug 16 at 11:59 pm

Final

Aug 17	Due: Thursday, Aug 17 at 11:59 pm

Please take this test with closed books, notes, internet, and neighbor. Thanks and good luck!

Tier 3 Presentation

Aug 17	Due: Thursday, Aug 17 at 11:59 pm

Prepare a 30 min presentation on Tier 3 - Intensive Positive Behavior Support that you can deliver to your school staff.

Create the presentation on any platform that you like (e.g., PowerPoint, Prezi, Google Slides, etc.)

Create a screencast of your presentation.

Submit the screencast of your presentation.

Here's a video about how to create a screencast if you need it.
Making Screencasts with Screencastify & Google Slides.mp4

Point Breakdown

Categories	Percent of Grade

Quizzes	33%
Exams	33%
Assignments	34%

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu (http://titleix.byu.edu).

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	Topic	Reading	Assignments Due
Week 1			

T Jun 27 Tuesday	Course Introduction	History and Overview of PBIS chp%253A10.1007%252F978-0-387-09632-2_1.pdf-originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2.pdf Download Intellectual Roots of PBIS chp%253A10.1007%252F978-0-387-09632-2_2.pdf-originUrl=http%3A%2F%2Flink.springer.com%2Fchapter%2.pdf Download	
Th Jun 29 Thursday	Schoolwide Positive Behavior Support	Positive Behavior Support: A Proposal for Updating and Refining the Definition. 1098300715604826.pdf Download Defining and Describing Schoolwide Positive Behavior Support chp%253A10.1007%252F978-0-387-09632-2_13.pdf-originUrl=http%3A%2F%2Flink.springer.com%2Fchapter% (1).pdf Download	**Quiz#1**
Week 2			
T Jul 04 Tuesday	**Independence Day Holiday**		
Th Jul 06 Thursday	Screening, Assessment, and Data-based Decision Making (Universal)	Schoolwide screening and positive behavior supports: Identifying and supporting students at risk for school failure 10983007050070040101.pdf Download Proactive, early screening to detect behaviorally at-risk students: Issues, approaches, emerging innovations, and professional practices 0fcfd50f43d125501c000000.pdf Download	**Quiz#2**
Week 3			

T Jul 11 Tuesday	SWPBS and Bullying **Christian out of town**	Follow this link and watch the webinar https://apbs.webex.com/apbs/lsr.php?RCID=f744593365268b8c776b568dafee9305 RossChapter.pdf Download jaba.2009.42-747.pdf Download	**Quiz #3**
Th Jul 13 Thursday		Data-Based Decision Making (Handbook on RTI).pdf Download 16 Primary-Tier Interventions and Supports.pdf Download	**Quiz #4**
Week 4			
T Jul 18 Tuesday	Bullying, Tier 1 and Data-based decision making (Universal)		**Quiz #5**
Th Jul 20 Thursday	Tier 2, Behavior Education Plan, CICO (Targeted)	PBS Handbook Tier 2 Download Please download : Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., & Ross, S. W. (2016). A systematic review of the empirical support for Check-In Check-Out. *Journal of Positive Behavior Interventions*, *18*(2), 74-88. Mitchell, B. S., Adamson, R., & McKenna, J. W. (2017). Curbing our enthusiasm: An analysis of the check-in/check-out literature using the Council for Exceptional Children's evidence-based practice standards. *Behavior modification*, *41*(3), 343-367.	**Quiz#6**
Week 5			
M Jul 24 Monday	**Pioneer Day Holiday**		**Midterm Exam Opens**
T Jul 25 Tuesday	Midterm Online		**Midterm**

Th Jul 27 Thursday	Social Skills Training and self-monitoring	Three readings 0741932514556183.pdf Download viewcontent.cgi-article=1564&context=sped_facpub (1).pdf Download BD-13-45.1 (1).pdf Download	**Midterm Exam Closes** **Quiz #7** **Tier 1 Presentation**
Week 6			
T Aug 01 Tuesday	Functional Behavior Assessment and Functional Analysis	Please read the jaba00008 article first, then the 30-years article, then the Comments on FA article. Comments on FA procedures for school-based behavior problems.pdf Download 30-years-of-research-on-FA.pdf Download jaba00008-0005.pdf Download	**Quiz #8**
Th Aug 03 Thursday	Function based interventions	10983007050070040201.pdf Download Function-Based Treatments for Escape-Maintained Problem Behavior- A Treatment-Selection Model for Practicing Behavior Analysts .pdf Download Grow, Carr, & LeBlanc, 2009.pdf Download	**Quiz #9**
Week 7			

T Aug 08 Tuesday	Discrete trial training and Tier 3	Read these: Discrete Trial Training Chapter.pdf Download out.pdf Download 10.1007%2F978-0-387-09632-2_27.pdf Download These will help with Tier 3 Presentations: 10.1007%2F978-0-387-09632-2_18.pdf Download 10.1007%2F978-0-387-09632-2_28.pdf Download	**Quiz #10**
W Aug 09 Wednesday			**Final Opens**
Th Aug 10 Thursday	PBIS Presentations		**Tier 2 Presentation PBIS Topic Presentation**
Week 8			
T Aug 15 Tuesday			
W Aug 16 Wednesday	**First Day of Summer Final Exams (08/16/2017 - 08/17/2017)** Final Exam: 341 MCKB 1:00pm - 2:50pm		**Final Exam**
Th Aug 17 Thursday			**Final Closes Tier 3 Presentation**