Instructor/TA Info

Instructor Information
Name: Christian Sabey
Office Location: 340-Q MCKB
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Office Hours: Thu 10:00am-12:00pm
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Cell Phone: 8015807399

TA Information
Name: Megan Elizabeth Moeller
Email: meg30moeller@gmail.com

Course Information

Prerequisites
You need to have taken CPSE 410.

Description
In this class you will learn to use the principles and foundational practices that you learned about last semester. You will also get additional practice in conducting functional behavior assessments and creating meaningful behavior support/intervention plans.

Materials

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<tr>
<th>Item</th>
<th>Price (new)</th>
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<tbody>
<tr>
<td>Classwide Positive Behaviors - Required by Simonsen, B</td>
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Learning Outcomes

Components of schoolwide positive behavior support
1. Describe and define the components of school-wide positive behavior support, its relationship with risk and protective factors, and multicultural issues.

Positive learning environments
2. Describe how to organize an effective classroom management system for all students.

Address social behavior
3. Describe assessment and instruction to address the social needs of individuals and groups of students.

Least Restrictive Behavioral Interventions (LRBI)
4. Describe the various components and appropriate use of Utah’s Least Restrictive Behavioral Interventions (LRBI).

Positive behavior support in classrooms
5. Demonstrate principles and practices of positive behavior support in the classroom, including LRBI and multi-level evidence-based practices.

Grading Scale
Grading Policy

All quizzes are administered during class. You cannot make up any quizzes, if you miss a quiz, you miss a quiz. You will be able to drop your lowest quiz score.

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.

Participation Policy

Participation is critical to your success in this class. I encourage you to actively participate (e.g., ask questions, make comments, pose scenarios, etc.)

Attendance Policy

This is a "must be present to win" class. You cannot make up classes, so please be sure that you attend every class unless there is a genuine emergency.

Classroom Procedures

All quizzes will occur in class via Nearpod. There will be five to ten questions during each class. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, there will be no way to make up a quiz. We will drop the lowest quiz score, so you can miss one class without any repercussions.

Study Habits

Eyring_Henry_1997_10.pdf Download (plugins/Upload/fileDownload.php?fileId=f88f776e-nF1c-9Fmz-jSqj-f33dcd8f4095&pubhash=earGzWf1rvJEq_jvXDBgRjb4uf3heQPpW_FGx5AB0Yqc_C49ibLx_H3RTCxWlzMWxNcoWYjxWFLCd Jddiag==)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you...
terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material. If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

Teaching Philosophy
Emit responses and accept/seek out shaping.

Expectations
1. Attend class
2. Participate
3. Do the work
4. Accept feedback

Notes
I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

Books/Articles
You will find articles in the schedule that will be part of the reading for this class.

Assignments
Assignment Descriptions

Quiz 1

| Jan 10 | Due: Thursday, Jan 10 at 11:59 pm |

IRIS EBP Module #2

| Jan 11 | Due: Friday, Jan 11 at 11:59 pm |

Please submit the answers to the assessment questions for the second IRIS module on EBP.

IRIS EBP Module #1

| Jan 11 | Due: Friday, Jan 11 at 11:59 pm |

Please submit the answers to the assessment questions for the first IRIS module on EBP.

IRIS EBP Module #3

| Jan 11 | Due: Friday, Jan 11 at 11:59 pm |

Please submit the answers to the assessment questions for the third IRIS Module on EBP.

Quiz 2

| Jan 15 | Due: Tuesday, Jan 15 at 11:59 pm |
Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 4

Due: Thursday, Jan 17 at 11:59 pm

Quiz 5

Due: Friday, Jan 18 at 11:59 pm

Article Summary 2

Due: Tuesday, Jan 22 at 11:59 pm

Due: Thursday, Jan 24 at 11:59 pm

Article Summary 3

Due: Thursday, Jan 31 at 11:59 pm

Due: Friday, Feb 01 at 11:59 pm
Create 3-5 behavioral expectations that you will use in summer practicum. Prepare them in a displayable form that you can use in your class (e.g., a PPT slide for each expectation).

Article Summary 4

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Article Summary 5

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Praise and OTR Observation

Observe a teacher for at least 15 min and record the number of specific praise statement and opportunities to respond. Please submit an observation form indicating the school, grade, date, time, subject and the frequency/count of number of praise statements and opportunities to respond.

Quiz 8

Article Summary 6

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 9
FBA and BSP #1

**Due: Tuesday, Feb 26 at 11:59 pm**

Conduct a complete FBA and create a BSP for a real student. The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer your question by answering this question, "Am I confident that if I sat down with Christian and showed him my data, we would come to the same conclusion about the function of this behavior?" If the answer is no, then the assignment is not complete.

You will need to submit:

1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence.
3. Some evidence of direct observation(s) (e.g., ABC forms, Scatter plot, etc.)
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg. 84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.
6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)

If you have questions, please don't wait. Come see me.

**Quiz 10**

**Due: Thursday, Feb 28 at 11:59 pm**

**Quiz 11**

**Due: Thursday, Mar 07 at 11:59 pm**

**Article Summary 8**

**Due: Friday, Mar 08 at 11:59 pm**

Choose one article from what you read this week and write a 1 page summary of the article including:

1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Quiz 12**

**Due: Thursday, Mar 14 at 11:59 pm**
Please complete this exam closed book, closed note, closed neighbor, closed internet.

**Article Summary 9**

**Mar 15** Due: Friday, Mar 15 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Quiz 13**

**Mar 19** Due: Tuesday, Mar 19 at 11:59 pm

**Quiz 14**

**Mar 21** Due: Thursday, Mar 21 at 11:59 pm

**Article Summary 10**

**Mar 22** Due: Friday, Mar 22 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

**Social Skills Lesson Plan**

**Mar 26** Due: Tuesday, Mar 26 at 11:59 pm

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template BLISS.docx Download (plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=YwjEv8QQOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKYx1qUb0tYdMk4C0PqR_SJ0ICYZ79YxmCnGOpaojpl6sxUQ==)

**Quiz 15**

**Mar 26** Due: Tuesday, Mar 26 at 11:59 pm

**Quiz 16**

**Mar 28** Due: Thursday, Mar 28 at 11:59 pm
Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Quiz 17

Due: Friday, Mar 29 at 11:59 pm

Quiz 18

Due: Tuesday, Apr 02 at 11:59 pm

Evidence Based Practice Identification

Due: Thursday, Apr 04 at 11:59 pm
1. Identify a practice that you think you might use in your practice as a teacher.
2. Find the evidence that supports that practice
3. Describe the source of the evidence and the process that you used to find the evidence (walk me through the steps)
4. Describe your level of confidence in the available evidence
5. Describe any modifications that you may need to make based on your professional judgement or context/client

Article Summary 12

Due: Friday, Apr 05 at 11:59 pm

Choose one article from what you read this week and write a 1 page summary of the article including:
1. Describe the practice/intervention/major concept from the reading.
2. Describe how you anticipate using the practice/intervention/major concept in your future classroom or in summer practicum.

Self-Assessment Observation

Due: Tuesday, Apr 09 at 11:59 pm
1. Find the Self-Assessment from the Supporting and Responding to Behavior Document
2. Observe someone else's class
3. Complete the self-assessment
4. Indicate any changes that you would make.

Quiz 19
Quiz 20

Submit a one page summary of the webinar and how you would apply what you have learned.

Continuum of reductive consequences

Continuum of positive consequences

Classroom Management Plan

Compile all of the permanent products that you have from this class (e.g., expectations, routines, social skills lessons, continua of consequences, etc.). Put them all in one place (e.g., a file folder). You will need to use all of these materials in summer practicum.

FBA and BSP #2

Conduct a complete FBA and create a BSP for a real student and report intervention data. The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer you question by answering this question, "Am I confident that if I sat down with Christian and showed him my data, we would come to the same conclusion about the function of this behavior?" If the answer is no, then the assignment is not complete.

You will need to submit
1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence. (NO PHOTOS OF FORMS ALLOWED. If the indirect tool is an interview, conduct an interview rather than handing the form to the teacher and walking away.)
3. Some evidence of direct observation(s) (e.g., ABC forms, structured ABC forms, Scatter plot, etc.)
   Collect enough data that you are confident about the function of the behavior. You should be evaluating the hypothesis you developed from the indirect observations.
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.
6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)
   Please make this something that you would be proud to hand to a parent, teacher, or administrator. Make it look professional.
7. Include a graph with baseline and treatment data. The graph should include:
   a. An x and y axis, b. labels for each axis, c. Numbers on each axis, d. at least 3 baseline data points, e. a phase change line after the baseline data, f. at least 3 treatment data points, g. some interpretation of the graph (i.e., did the intervention work? How do you know?)
   I would recommend converting the final file to a PDF.
   If you have questions, please don't wait. Come see me.

Behavior Change Project

1. Identify a person (or other organism) whose behavior you would like to change.
2. Operationally define the behavior to be changed.
3. Describe the intervention that you used to change the behavior. Please provide enough detail that I could replicate the intervention.
4. Provide an explanation for why you selected that intervention. Your explanation should be behavioral (e.g., the intervention addressed the function of the behavior, the intervention increased the response effort to engage in the behavior, etc.)
4. Provide a line graph showing a baseline phase and an intervention phase. Use the observechange.org spreadsheet
5. Provide an explanation of why the intervention did or did not work and what you might change or try next time, if the intervention didn't work.

Extra Credit

1. Due: Wednesday, Apr 17 at 11:59 pm

Exam

1. Due: Wednesday, Apr 24 at 11:59 pm

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

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
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
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 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.

**Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience.
President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum
assemblies...that will complement, supplement, and enrich what will also be a very productive period in your
classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will
regularly attend and bring your friends and associates with you...A large part of what constitutes the unique
'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the
opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the
academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August,
2005). Your attendance at each forum and devotional is strongly encouraged.

**Mental Health Concerns**

Mental health concerns and stressful life events can affect students’ academic performance and quality of life.
BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides
individual, couples, and group counseling, as well as stress management services. These services are
confidential and are provided by the university at no cost for full-time students. For general information please
visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

**Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>T Jan 08 Tuesday</td>
<td>Course introduction</td>
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<td><strong>Th Jan 10 Thursday</strong></td>
<td>IRIS Modules on Evidence Based Practice - You will complete the three IRIS modules that address EBP.</td>
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<td>Module 1: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/">https://iris.peabody.vanderbilt.edu/module/ebp_01/</a></td>
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<td>Module 2: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_02/">https://iris.peabody.vanderbilt.edu/module/ebp_02/</a></td>
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<td>Module 3: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_03/">https://iris.peabody.vanderbilt.edu/module/ebp_03/</a></td>
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<td>Please submit the assessment questions for each module by Jan 11th at 11:59 pm.</td>
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<td>IRIS EBP Module #1, IRIS EBP Module #2, IRIS EBP Module #3</td>
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<td><strong>Week 2</strong></td>
<td><strong>T Jan 15 Tuesday</strong> Evidence Based Practice PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf Download</td>
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<td>Read the attached article: Evidence Based Practice: A Framework for Making Effective Decisions.pdf Download</td>
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<td><strong>Th Jan 17 Thursday</strong> Positive Behavior Interventions and Supports Simonsen Chapter 1&amp;2 (p.1-50)</td>
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<td><strong>F Jan 18 Friday</strong> Article Summary 1</td>
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<td><strong>Week 3</strong></td>
<td><strong>M Jan 21 Monday</strong> Martin Luther King Jr Day</td>
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<td><strong>T Jan 22 Tuesday</strong></td>
<td>Tier 1 Schoolwide PBIS Simonsen Chapter 3</td>
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<td>Foundations Intro to Classwide PBIS Supporting and Responding to Behavior1.pdf Download Simonsen Chapter 4</td>
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<td>Article Summary 2</td>
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<td><strong>Week 4</strong></td>
<td><strong>T Jan 29 Tuesday</strong> Structure, opportunities to respond, and Focus on this reading: Simonsen Chapters 5-6 (p.97-132)</td>
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<td>Quiz 6</td>
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| Th Jan 31   | Continuum of Strategies to Reinforce Appropriate Behavior (Self-guided Nearpod lesson) | Nearpod login  
KQALI  
Simonsen Chapter 7  
Christian will be at CEC |
| F Feb 01    | Week 5                                                                                | Article Summary                                                       |
| T Feb 05    | Continuum of Strategies to Respond to Inappropriate Behavior                         | Simonsen Chapter 8                                                   |
| Th Feb 07   | Tier 2 in your classroom                                                              | Simonsen Chapter 9                                                   |
| F Feb 08    | Week 6                                                                                | Article Summary                                                       |
| T Feb 12    | Tier 3 and wrap up                                                                    | Simonsen Chapter 10-11                                               |
| Th Feb 14   | Tier 1 Strategies: Group Contingencies and Good Behavior Game                        | jaba00057-0109.pdf Download  
1-s2.0-S0022440512000660-main.pdf__tid=67dfbefe-f0df-11e7-a119-00000aab0f02&acdnat=1515022977_43.pdf Download  
jaba00065-0063.pdf Download |
<p>| F Feb 15    | Week 7                                                                                | Article Summary                                                       |
| T Feb 19    | Monday Instruction                                                                    | Praise and OTR                                                        |
| Th Feb 21   | Tier 1 Strategies:                                                                    | Chapter 22 of Behavior Modification                                  |</p>
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<td>Friday</td>
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<td>T Mar 05</td>
<td>Tuesday</td>
<td>Midcourse Eval Review</td>
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<td>Th Mar 07</td>
<td>Thursday</td>
<td>Tier 2 Strategies:</td>
<td>Self-Management, Chapter 20 of Behavior Modification, Midterm Exam Opens</td>
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<td>T Mar 19</td>
<td>Tier 2 Strategies: Social skills instruction and behavioral skills training</td>
<td>1534650106286940.pdf Download 001440290106700303.pdf Download viewcontent.cgi_article=1564&amp;context=sped_facpub.pdf Download</td>
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<tr>
<td>Th Mar 21</td>
<td>Responding to problem behavior: Time-out, response cost, punishment and aversives</td>
<td>Chapter 17 and 18 of Behavior Modification</td>
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<td>F Mar 22</td>
<td>Article Summary 10 Week 12</td>
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<td>T Mar 26</td>
<td>Responding to problem behavior: Bullying within a schoolwide positive behavior support system</td>
<td>bullyprevention_ES1.pdf Download fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0-Ud727ba7691a.pdf Download</td>
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<td>W Mar 27</td>
<td>Winter Instructor Ratings Open Introduction to Tier 3 Support Tier 3 Support: Escape maintained problem behavior</td>
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<td>F Mar 29</td>
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<td>T Apr 02</td>
<td>Tier 3 Support: Managing the cycle of acting out in classroom</td>
<td><a href="https://apbs.webex.com/apbs/lr.php?RCID=8967440e473d4642bd88b10ad5a00b92">https://apbs.webex.com/apbs/lr.php?RCID=8967440e473d4642bd88b10ad5a00b92</a> Quiz</td>
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<td>Week 14</td>
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<td><strong>T Apr 09 Tuesday</strong></td>
<td>Tier 3 Support: Functional Analysis</td>
<td>12858983.pdf Download</td>
<td>Self-Assessment Observation Quiz</td>
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<td><strong>Th Apr 11 Thursday</strong></td>
<td>Ethics</td>
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<td>Quiz 19</td>
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<td><strong>F Apr 12 Friday</strong></td>
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<td><strong>Week 15</strong></td>
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<td><strong>T Apr 16 Tuesday</strong></td>
<td>Wrap-up and open Q&amp;A</td>
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<td>Continuum of positive consequences Continuum of reductive consequences</td>
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<td><strong>W Apr 17 Wednesday</strong></td>
<td>Exam Prep Day Final Exam: 341 MCKB 7:00pm - 10:00pm</td>
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<td>Extra Credit Exam FBA #2 Behavior Change Project Classroom Management Plan</td>
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<td><strong>Th Apr 18 Thursday</strong></td>
<td>Winter Exam Preparation (04/18/2019 - 04/18/2019)</td>
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<td><strong>F Apr 19 Friday</strong></td>
<td>First Day of Winter Final Exams (04/19/2019 - 04/24/2019) Final Exam: 341 MCKB 7:00pm - 10:00pm</td>
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<td><strong>Week 16</strong></td>
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<td><strong>W Apr 24 Wednesday</strong></td>
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