Instructor/TA Info

**Instructor Information**

Name: Cade Charlton  
Office Location: 340-N MCKB  
Office Phone: 801-422-1238  
Email: cade_charlton@byu.edu

**Course Information**

**Description**

CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities  
355 MCKB on TTH from 8:00AM - 9:15PM  
Principles, procedures, and strategies for classroom behavior management, programming instruction, verbal and non-verbal assessment of social behavior, social skills development, and learning environment enhancement for students with severe disabilities. This is a required course for special education (severe) majors.

**Prerequisites**

Prerequisites that must be completed prior to enrollment in CPSE 443 include:

1. Acceptance into the BYU Special Education Program  
2. Receive a passing grade in CPSE 410

**Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Modification - Required by Miltenberger, R</td>
<td>179.97</td>
<td>135.00</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Principles of 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.

**Effective classroom management**
2. Describe how to organize an effective classroom management system for all students.

**Addressing social needs**
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**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67%</td>
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<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Grading Policy**
All assignments are due at the beginning of class unless otherwise stated in Learning Suite. Assignments that are submitted less than a week late will be worth up to 50% of the points earned. Assignments submitted more than a week late will not be accepted, unless specifically exempted by University policy.

**Participation Policy**

Participation counts for approximately 10% of your grade in this course.

Examples of active participation:

- showing up on time for class
- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. The bulk of the participation points are awarded for participation at the end of the semester, but you will receive formative feedback on your participation on your quizzes. Each quiz invites you to share a description of your contributions to class during the previous session.

**Assignments**

**Assignment Descriptions**

**Placement Test**

| Jan 07 | Due: Tuesday, Jan 07 at 9:15 am |

Please complete this ungraded test before you leave class today. This "quiz" is not graded and will be used to determine adjustments to make to the syllabus this week.

**Article Summary for Spencer, Detrich, & Slocum**

| Jan 09 | Due: Thursday, Jan 09 at 11:59 pm |

EBP Article Review .docx Download (plugins/Upload/fileDownload.php?fileId=57feaa661-03f3-br8Se-Ols2-oY5b2c886d6bb&pubhash=S0DvXPEXygWlxA0yQAQM1HvaGAc3BfyTGReoPjv81eT4LETvG0DwknRyaklZqKHzKhB26m50xtKbKA4K-GDBw==)

**Study Guide Ch. 16**

| Jan 23 | Due: Thursday, Jan 23 at 8:00 am |

**Article Summary for Gresham & Gresham**

| Jan 28 | Due: Tuesday, Jan 28 at 8:00 am |

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

**AFIRM DTT Module**

| Feb 11 | Due: Tuesday, Feb 11 at 8:00 am |
Complete the AFIRM Module on DTT
(http://afirm.fpg.unc.edu/discrete-trial-training)
Upload your certificate to LS

DTT Program

Write a program description for a discrete trial activity using the following template
Model DTT - Template.docx

THERE IS NO VIDEO REQUIRED FOR THE DTT LESSON PLAN.

Article Summary for Kuhn et al.

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Midcourse Evaluation

Please take 5 minutes to complete the midcourse evaluation.

Article Summary for Schreibman et al.,

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

443 Midterm

The midterm consists of a mix of T/F, multiple choice, and short answer questions. Please plan for 2 hours to complete the exam. You will not be able to close and save the exam. It must be completed in a single sitting.

Observation 1

Due: Friday, Feb 28 at 11:59 pm
Behavior Change Project #1

Due: Friday, Feb 28 at 11:59 pm

The purpose of this assignment is to provide you an opportunity to practice the skills associated with changing behavior, including collecting and graphing data and making decision based on the data you collect.

If you can do this as part of your FBA/BSP assignment (i.e., in a school with a real student problem behavior), follow steps 1-7 below.

If you cannot do this as part of your FBA/BSP assignment, follow steps 1, 3-7 and disregard the FBA part of the step 3.

For this assignment choose a low-intensity (Tier1) behavior to change.

To complete this assignment, do each of the following:

1. Select a problem behavior you can directly observe in a situation that you can control. This could include a student’s problem behavior at school, a roommate’s problem behavior at home, or your own behavior.

2. Conduct a brief functional behavior assessment that includes an indirect assessment (i.e., interview with a relevant stakeholder) and a descriptive assessment (i.e., direct observation in the target environment). If you are changing your own you need to interview someone else rather than relying on introspection.

3. Design a BIP based on your brief-FBA that includes low-intensity (Tier I or II) antecedent (i.e., alter the environment or reteach expectations) and consequence manipulations (i.e., increase praise rate). Your choice of interventions should be supported by contextual factors (e.g., teacher skills and preferences), client values, and the best-available evidence.

4. Propose strategies for implementing the plan, ensuring staff and student safety, and monitoring outcomes (e.g., implementation fidelity and student performance). All of these sections are included on the template. You do not need to complete the generalization section of the template for this assignment.

5. Implement your plan with fidelity and gather progress monitoring data. Graph your results.

6. Analyze your results including what went well, what didn’t go well, and what you plan to do moving forward.

7. Be sure to submit your low-intensity BIP, graph(s), and analysis of the results on LS.

Lesson Plan on Social Skills

Due: Tuesday, Mar 10 at 8:00 am

Complete the social skills lesson plan

Write up a description of how you would use this lesson as part of a larger curriculum to teach social competence. How will you teach these skills to fluency? How will you program for generalization?

Article Summary for Mortweet et al.

Due: Thursday, Mar 12 at 8:00 am

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
You are a teacher at a new school in Nowheresville, Utah. Your principal says that there are a number of incoming students with significant social behavior problems. In response, the school board has decided to build a time out room in the gym area where students can see who is being disciplined. The school board felt that a time out room should be for shaming students who have done wrong and that students should be able to see who is in the timeout room. Your principal doesn't like this plan, but needs your help to craft a thoughtful, persuasive response to the board.

Please write a response email to your principal that he can read to the school board. In your response, please identify two potential problems with the proposed time-out room based on Chapter 17 and provide an alternative intervention that is empirically-supported. Make it clear how this alternative intervention overcomes the problems you identified in your critical analysis of the board’s approach. Given that the school board does not have your training in Applied Behavior Analysis your email will need to be conceptually consistent without using the terms reinforcement, reinforcer, or reinforce. Please avoid all other technical terms that might be unfamiliar to your audience.

Article Summary for Ross & Horner 2009

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 6th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt
Parent Interview

- Download the document – Getting Started with the Verbal Behavior Approach
  VerbalBehaviorApproach.pdf
- Conduct an interview with a parent with a child with a severe disability using the Verbal Behavior Assessment Form on p. 111
- Write up a short 1-2 pg. summary of your findings that includes:
  - The strengths of the child
  - 1-2 key deficits in their VB
  - 1-2 recommendations for services

Staff Training Presentation

- Instructions for Staff Training Presentation
  1. Pick a partner from class with whom you will develop and co-present your training.
  2. Select one of the behavior management strategies from the Least Restrictive Behavior Interventions manual.
  3. Develop a 15 min presentation for your classmates (assume they are colleagues in your school who need to use this strategy with your student(s)) using Behavioral Skills Training (see Miltenberger Chapter 12, pp. 225-230). Behavioral Skills Training includes:
    - Instructions - Describe the target behavior (if appropriate, include a task analysis) and explain the rationale for the use of this strategy (i.e., why it is important).
    - Modeling - Demonstrate the strategy using examples and non-examples (if appropriate provide a fidelity checklist)
    - Rehearsal - Program opportunities to practice the strategy
    - Feedback - Provide specific feedback immediately after the rehearsal and present a method to monitor treatment integrity (including opportunities for self-evaluation)

Presentation Signup Sheet (https://docs.google.com/spreadsheets/d/14DQi86945Z7m1TbWA4eyp8lSm_kWiY8vQShB0fQCG7F/edit?usp=sharing)

Grading rubric
Each component of the presentation is worth 2 points. If you are presenting with more than one person, each person will receive an independent score on the assignment. Therefore, each person must participate in each component of the presentation to receive full points.

<table>
<thead>
<tr>
<th>Component</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Missing or incorrect.</td>
<td>Partially developed. Information about the utility of the practice is shared, but it lacks supporting evidence. The task analysis/procedures are not clear.</td>
<td>Fully developed. A strong case is made for using the procedure based on data, case studies, and/or logic. The benefits of the procedure for school stakeholders are presented, ethical issues considered, and the limits of the use of the procedure defined. The task analysis is specific.</td>
</tr>
<tr>
<td>Modeling</td>
<td>Missing or incorrect.</td>
<td>Partially developed. The task analysis is incomplete or overly complicated. The key features of the procedure are inaccurately portrayed in models or the modeling lacks detail.</td>
<td>The model(s) is consistent with the task analysis. Multiple Examples and non-examples are provided across multiple contexts/situations.</td>
</tr>
<tr>
<td>Practice</td>
<td>Missing or incorrect.</td>
<td>Partially developed. Unclear instructions are provided or the model did not specify specific skills. Feedback is not specific.</td>
<td>Fully developed. Your peers are actively involved in the presentation and have multiple opportunities to practice or discuss the skill/procedure with appropriate feedback.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Missing or incorrect.</td>
<td>Partially developed. Data collection procedures are mentioned but not clearly described or practiced.</td>
<td>Fully developed. Your peers practice collecting data on the use of the practice and participate in self-evaluation.</td>
</tr>
<tr>
<td>Clarity</td>
<td>The presentation was poorly delivered, ill-developed, and/or confusing.</td>
<td>Partially developed. The presenter spoke clearly and maintained a good pace for most of the presentation.</td>
<td>Fully developed. The presenter spoke clearly and maintained a good pace for most of the presentation.</td>
</tr>
</tbody>
</table>
Observation 2

Structured Classroom Observation.docx  Download (plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDoqW4UH4pvy_OKixxfv7IiBSfDqj3oE9Z9gHTvDqg9-Q5uBVa9YQ11sA==)

Observation 3

Structured Classroom Observation.docx  Download (plugins/Upload/fileDownload.php?fileId=6bf34f90-Zuwd-r4SR-AFwc-id2b62d06bed&pubhash=VFmiWpokazrdR5Na-Tk0p5-GnfYe-PDoqW4UH4pvy_OKixxfv7IiBSfDqj3oE9Z9gHTvDqg9-Q5uBVa9YQ11sA==)

Participation

443 Final Exam

This exam is closed book. You will answer approximately 60 questions. Questions will include multiple choice, true/false, matching, and short answer.

Point Breakdown

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Exams</td>
<td>42.57%</td>
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<tr>
<td>Study Guides</td>
<td>5.94%</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>13.86%</td>
</tr>
<tr>
<td>Observations</td>
<td>1.98%</td>
</tr>
<tr>
<td>Final Project</td>
<td>13.86%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>21.78%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>0%</td>
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</tbody>
</table>

University Policies

Honor Code

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

Preventing Sexual Misconduct

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

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at titleixcoordinator@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. 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 Employment Office at 801-422-5895, D-285 ASB for help.

### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Standards</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Jan 07</td>
<td>Course Introduction Assignments</td>
<td>443 Prayer &amp; Spiritual Thought Sign-up Placement Test</td>
</tr>
</tbody>
</table>
| Th Jan 09 | Evidence-Based Practice | Read:  
- Narrow vs broad view  
- Selecting empirically supported treatments |
| **Week 2** |                    |                        |
| T Jan 14  | MTSS Overview   | Read: LRBI Manual III (p. 19-23)  
Do:  
- Complete UMTSS Introduction Module |
| Th Jan 16 | Review of FBA practices and introduction to BSP/BIP development  
GUEST LECTURE: Dr. Sabey  
Combined with M/M | Read:  
- Functional Behavior Assessments and Behavior Support Plans .pdf Download |
| **Week 3** |                    |                        |
| M Jan 20  | Martin Luther King Jr Day | Review: Supporting and Responding to Behavior p. 4, 9  
| T Jan 21  | Tier I -- Clear Expectations  
- Communicating Rules and Expectations  
- Explicit Teaching of Expectations | Review: Supporting and Responding to Behavior p. 4, 9  
Read:  
- Behavior Modification Ch. 16  
- PBIS Tier I Supports  
- Supporting and Responding to Behavior p. 4, 7-8  
Study Guide Ch. 16 |
| Th Jan 23 | Tier I -- Clear Expectations  
- Antecedent Interventions  
- Scheduling  
- Routines  
- Environmental Arrangement |  
- Behavior Modification Ch. 16  
- PBIS Tier I Supports  
- Supporting and Responding to Behavior p. 4, 7-8  
- Study Guide Ch. 16 |
<p>| <strong>Week 4</strong> |                    |                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Jan 28     | Tue  | Tier I -- Recognition        | - Behavior Specific Praise
- Group Contingencies
- The Good Behavior Game

**Read:**
- Gresham & Gresham 1982
- LRBI Manual IV (p. 31)

**Review:**
- Supporting and Responding to Behavior p. 4, 12

Article Summary for Gresham & Gresham

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Jan 30     | Thu  | Tier I -- Skill Building     | - Opportunities to Respond
- Effective Error Correction

**Read:**
- Precision Commands_LRBI.pdf [Download]
- Precision Requests.pdf [Download]

**Review:**
- Supporting and Responding to Behavior p. 4, 11, 15

Week 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Feb 04     | Tue  | Devotional: Bonnie H. Cordon, Young Women General President
  Discrete Trial Teaching | Chapter 10: ABA & Discrete Trial Training

**Read:** Introduction to ABA/DTT pgs. 311-325; Features of ABA/DTT pgs. 330-334

Th Feb 06 Thursday | Th Feb 06 Thursday | CEC Convention - No Class
Designing DTT Programs | Watch: Using Prompts in DTT & Reinforcement Strategies
- Upload certificate to learning suite

Week 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Feb 11     | Tue  | Discrete Trial Teaching      | AFIRM DTT Module

Th Feb 13 Thursday | Th Feb 13 Thursday | Incidental Teaching
Submit DTT program and video | Read: BeyondDTT.pdf [Download]

DTT Program

Week 7

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Feb 18     | Tue  | Monday Instruction           | - Behavior Modification Ch. 12. 223-234 (examples of BST - BST in groups)
- Kuhn et al. 2003

Th Feb 20 Thursday | Th Feb 20 Thursday | Staff and Parent Training | Article Summary for Kuhn et al.
443 Midterm Opens

F Feb 21 Friday

Week 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
</table>
| Feb 25     | Tue  | Forum: Marcus Roberts, Jazz Pianist
Midterm Exam
NO CLASS - use the time to complete your midterm. | Midcourse Evaluation

Midterm Exam
NO CLASS - use the time to complete your midterm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Feb 28</td>
<td><strong>Observation 1</strong>&lt;br&gt;<strong>Behavior Change Project #1</strong></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Observation 1</strong>&lt;br&gt;<strong>Behavior Change Project #1</strong></td>
<td></td>
</tr>
<tr>
<td>T Mar 03</td>
<td>Tier II -- Social Skills Instruction</td>
<td>Read: Getting More From Social Skills.pdf Download&lt;br&gt;Study Guide Ch. 20</td>
</tr>
<tr>
<td>Th Mar 05</td>
<td>Tier II -- Self-Management</td>
<td>Read: Behavior Modification Ch. 20&lt;br&gt;Study Guide Ch. 20</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Mar 10</td>
<td>Tier II -- Differential Reinforcement</td>
<td>Read: Behavior Modification Ch. 15&lt;br&gt;Lesson Plan on Social Skills&lt;br&gt;Study Guide Ch. 15</td>
</tr>
<tr>
<td>Th Mar 12</td>
<td>Tier II -- Peer Tutoring</td>
<td>Read:&lt;br&gt;• Mortweet et al. 1999&lt;br&gt;• CEEDAR Center, EBP for students with Severe disabilities, Peer Tutoring.pdf Download&lt;br&gt;Article Summary for Mortweet et al.</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Mar 17</td>
<td><strong>Devotional: Jack N. Gerard, General Authority Seventy</strong>&lt;br&gt;Tier II - Functional Communication Training</td>
<td>Read: Carr &amp; Durand 1985&lt;br&gt;Article Summary for Carr &amp; Durand, 1985</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
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<tr>
<td>T Mar 24</td>
<td><strong>Respondent Relations</strong>&lt;br&gt;Fear &amp; Anxiety Reduction&lt;br&gt;NEAPOD CODE - PMYKU&lt;br&gt;Zoom - <a href="https://byu.zoom.us/j/113473881">https://byu.zoom.us/j/113473881</a></td>
<td>Read: Behavior Modification Ch. 24&lt;br&gt;Review: Behavior Modification Ch. 8&lt;br&gt;Study Guide Ch. 24</td>
</tr>
<tr>
<td>Th Mar 26</td>
<td><strong>Instructor Ratings Open</strong>&lt;br&gt;Tier III -- Punishment and Aversives&lt;br&gt;• Time Out&lt;br&gt;• Response Cost&lt;br&gt;• Office Discipline Referrals (ODRs)&lt;br&gt;NEAPOD CODE - ARKME&lt;br&gt;Zoom - <a href="https://byu.zoom.us/j/113473881">https://byu.zoom.us/j/113473881</a></td>
<td>Read: Behavior Modification Ch. 17&lt;br&gt;Study Guide Ch. 17</td>
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<td>Week 13</td>
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| Apr 02     | Ethics of Punishment Preventing and Responding to Dangerous Behavior  | - Behavior Modification Ch. 18  
- LRBI Manual p. 57-61  
- Consent Form - Davis  
- CEC Ethical Standards  
- Utah Rule R277-515  
- BACB Code of Ethical Conduct |
| Apr 07     | Bullying & Systemic Bully Prevention                                   | - Ross & Horner 2009  
- Ross, Sabey, Lund, & Charlton, 2017 p. 23-26  
- Ross et al 2017 book chapter.pdf Download  
- Article Summary for Ross & Horner 2009 |
| Apr 14     | Presentations                                                          | Observation 2  
Observation 3  
Parent Interview  
Staff Training Presentation  
Classroom Management Plan  
443 Final Exam Opens |
| Apr 15     | Final Exam:                                                            | Participation  
341 MCKB  
7:00am - 10:00am |
| Apr 16     | Winter Exam Preparation (04/16/2020 - 04/16/2020)                         | |
| Apr 17     | First Day of Winter Final Exams (04/17/2020 - 04/22/2020)               | |
| Apr 18     |                                                                     | |
| Apr 21     |                                                                     | |
| Apr 22     |                                                                     | 443 Final Exam Closes |