

# Instructor/TA Info

## Instructor Information

**Name:** Christian Sabey  
**Office Location:** 340-K MCKB  
**Email:** christian\_sabey@byu.edu  
**Cell:** 8015807399

## TA Information

**Name:** Zoe Curtis  
**Office Location:** Zoom  
**Office Hours:** Only By Appointment  
**Email:** Zcurtis98@gmail.com

# Course Information

## COVID and Masks

The University policy at the moment is that students are required to wear masks in class. Fully vaccinated faculty can take their masks off while teaching if an appropriate physical distance can be maintained. I have two children who are immunocompromised so I cannot afford to get COVID. We will strictly observe the University policy until further notice. If you are sick at all DO NOT COME TO CLASS. If you end up missing more than one class due to illness, we can make arrangements on a case-by-case basis.



## Description

In this course we will learn the building blocks of human behavior. We will learn how to assess and make decisions about human behavior and some applications for changing human behavior. Two major focuses of this class will be learning learning how to do *functional behavior assessments* and *data-based decision making* or *data-based individualization*.

## Prerequisites

The prerequisite for this class is an intense desire to help students across the spectrum of disabilities.

## Materials

Item	Price (new)	Price (used)
 <u>Behavior Modification Principles and Procedures 6e - Required</u> by Miltenberger, R	180.00	135.00
 <u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R	150.00	112.50

## 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%

### Grading Policy

All quizzes are administered during class. **You cannot make up any quizzes.** You will be able to drop your lowest quiz score. The reason for dropping the lowest quiz score is to account for an emergency. It is not to account for just having an off day.

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.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When we grade your work, there will always be an element of "making a judgement". You may disagree with the judgement what we have made, but we typically will not change grades based on a disagreement about a judgement. If we have made a mistake, which we do, let us know and we'll make the correction.

### Participation Policy

Please come prepared with at least one question for each class period. You don't have to ask a question each class period, but come prepared with a question. We have limited time together and a lot to learn.

### Attendance Policy

Your attendance will be tracked via Nearpod. If your attendance becomes a problem then your grade may be adjusted accordingly.

### Classroom Procedures

Expectations:

1. Be present (physically, mentally, and spiritually)
2. Be curious (ask questions, wonder why, look for contradictions, look for applications)
3. Be generous/gracious (help where you can, allow others to make mistakes, try to understand others)
4. Be determined (stick with it, give your best effort)

### Study Habits

Eyring\_Henry\_1997\_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZwF1rVJEq\\_jvXDBgRjb4uf3heQPPpW\\_FGx5AB0Yqc\\_C49ibLx\\_H3RTCxWizMWxNcoWYjxiWFLCd\\_Jddiag==\)](#)

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 find that you are not spending that much time on this class, please consider how you might learn the material better by devoting more time to it. For example, you could re-read the chapter or work on committing certain 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.

### Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both. This will be a unique semester and we will need to make changes so, please be flexible as we sort through the challenges of this semester.

### Feedback

A behavior analytic explanation of learning includes emitting behavior and having our behavior shaped. Shaping requires

feedback. My ability to become a better teacher is dependent on getting feedback. Please feel free to give me feedback on my teaching, the class, or any other aspect of my behavior. Feedback will not always lead to making a change, but

without it no change can be made.

### Diversity and Inclusion

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

## Assignments

### Assignment Descriptions

#### Quiz#1

Jan  
06

Due: Thursday, Jan 06 at 11:59 pm

#### Quiz #3

Jan  
11

Due: Tuesday, Jan 11 at 11:59 pm

#### IRIS Definition and Measurement Cases

Jan  
18

Due: Tuesday, Jan 18 at 11:59 pm

Complete the IRIS Definition and Measurement cases and submit in learningsuite. Complete all 12 cases.

#### Define personal behavior change

Jan  
20

Due: Thursday, Jan 20 at 11:59 pm

Write an operational definition of the behavior that you are going to work on changing for your first personal behavior change project. Include the following:

1. An operational definition of the behavior (make sure it meets the components we have discussed in class),
2. The criterion you would like to achieve,

3. How you will measure the behavior (e.g., minutes of reading per day, number of versus per day, oz of water per hour).

**Quiz #4**

Jan  
25

Due: Tuesday, Jan 25 at 11:59 pm

**Quiz #5**

Jan  
27

Due: Thursday, Jan 27 at 11:59 pm

**Quiz #6**

Feb  
01

Due: Tuesday, Feb 01 at 11:59 pm

**Quiz #7**

Feb  
03

Due: Thursday, Feb 03 at 11:59 pm

**Personal Behavior Change Project**

Feb  
03

Due: Thursday, Feb 03 at 11:59 pm

Please include the following in your personal behavior change project.

1. Operational definition of the behavior (must be a behavior)
2. Description of the intervention that you used to try to change the behavior. Please describe the behavior in enough detail that someone could replicate the intervention.
3. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
4. Provide a line graph showing a baseline and intervention phase. Use the [observechange.org](https://www.observechange.org) spreadsheet.
5. Provide a description of why you think the intervention did or did not work (it doesn't have to have worked) and what you might change on your next try, if it didn't work.

**Quiz #8**

Feb  
08

Due: Tuesday, Feb 08 at 11:59 pm

**Quiz #9**

Feb  
10

Due: Thursday, Feb 10 at 11:59 pm

**Quiz #10**

Feb  
15

Due: Tuesday, Feb 15 at 11:59 pm

**Quiz #11**

Feb  
17

Due: Thursday, Feb 17 at 11:59 pm

**Quiz #12**

Feb

24

**Quiz #13** Due: Thursday, Feb 24 at 11:59 pm

Mar

01

Due: Tuesday, Mar 01 at 11:59 pm

**Quiz #14**

Mar

03

Due: Thursday, Mar 03 at 11:59 pm

**Midterm**

Mar

15

Due: Tuesday, Mar 15 at 1:00 pm

This exam will cover everything up to this point. The exam is closed note, closed book, closed neighbor, and closed internet (other than the browser for the exam). You must complete the exam in one sitting. You cannot start the exam, close it and come back to it.

**FBA: Direct observations 1**

Mar

17

Due: Thursday, Mar 17 at 11:59 pm

Please submit the following:

1. Operational definition of the behavior (ensure it meets all components as described in class)
2. Hypothesis statement from the indirect observation
3. Functional Assessment Observation Form
4. New hypothesis statement (see p. 22 of FBA book)
5. Justification for your hypothesis statement (explain how you came to that conclusion). Data should be used and thought process explained.

Make sure that the form is legible. If I can't read it, you won't get credit. (you can view your assignment after it is submitted to ensure it looks the way you would like it to)

**\*\*All of FBA 1 should be completed on a student in your practicum setting\*\***

**FBA: Define problem behavior 2**

Mar

17

Due: Thursday, Mar 17 at 11:59 pm

Write an operational definition of ONE problem behavior of a student. The definition must be observable and measurable and must not be a dichotomous variable (e.g., yes or no).

Please also include the criterion of success and measurement method.

**\*\*All of FBA 2 should be completed on a roommate, spouse, or other person who you see consistently\*\***

**FBA: Indirect data collection 1**

Mar

17

Due: Thursday, Mar 17 at 11:59 pm

Please submit your indirect observation using the FAST form. All parts of the form need to be completed.

Submit a hypothesis as to the most likely function of the problem behavior. Your hypothesis statement should follow the format of the examples in the FBA book on p.22 in the Key Point 2.1 box.

Make sure that the form is legible. If you take a picture of the form, make sure it's big enough that I can read it. If I can't read it, you won't get credit. (you can view your submission after you post it to ensure that it is how you would like it to look)

**\*\*All of FBA 1 should be completed on a student in your practicum setting\*\***

All of FBA 1 should be completed on a student in your practicum setting

### Quiz #15

Mar  
17

Due: Thursday, Mar 17 at 11:59 pm

#### FBA: Define problem behavior 1

Mar  
17

Due: Thursday, Mar 17 at 11:59 pm

Write an operational definition of ONE problem behavior of a student. The definition must be observable and measurable and must not be a dichotomous variable (e.g., yes or no).

Please also include the criterion of success and measurement method.

**\*\*All of FBA 1 should be completed on a student in your practicum setting\*\***

#### FBA: Functional behavior statement 1

Mar  
17

Due: Thursday, Mar 17 at 11:59 pm

Please submit a statement of the function of the problem behavior as determined by your indirect and direct evaluations. The statement must include antecedent variables, the behavior, and consequence variables.

The statement should be in the form of the examples on p. 22 of the FBA book.

Also include a justification for the functional statement (i.e., explain how you can to the conclusions that you came to).

This is essentially equivalent to showing your work on a math problem.

**\*\*All of FBA 1 should be completed on a student in your practicum setting\*\***

#### FBA: Indirect data collection 2

Mar  
22

Due: Tuesday, Mar 22 at 11:59 pm

Please submit your indirect observation using the FAST form. All parts of the form need to be completed.

Submit a hypothesis as to the most likely function of the problem behavior. Your hypothesis statement should follow the format of the examples in the FBA book on p.22 in the Key Point 2.1 box.

Make sure that the form is legible. If you take a picture of the form, make sure it's big enough that I can read it. If I can't read it, you won't get credit. (you can view your submission after you post it to ensure that it is how you would like it to look)

### Quiz #16

Mar  
22

Due: Tuesday, Mar 22 at 11:59 pm

### Quiz #17

Mar  
24

Due: Thursday, Mar 24 at 11:59 pm

#### FBA: Direct observations 2

Mar  
24

Due: Thursday, Mar 24 at 11:59 pm

Please submit the following:

1. Operational definition of the behavior (ensure it meets all components as described in class)
2. Hypothesis statement from the indirect observation
3. Functional Assessment Observation Form
4. New hypothesis statement (see p. 22 of FBA book)
5. Justification for your hypothesis statement (explain how you came to that conclusion). Data should be used and

thought process explained.

Make sure that the form is legible. If I can't read it, you won't get credit. (you can view your assignment after it is submitted to ensure it looks the way you would like it to)

**\*\*All of FBA 2 should be completed on a roommate, spouse, or other person who you see consistently\*\***

**FBA: Functional behavior statement 2**

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**Mar  
29**

Due: Tuesday, Mar 29 at 11:59 pm

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Please submit a statement of the function of the problem behavior as determined by your indirect and direct evaluations. The statement must include antecedent variables, the behavior, and consequence variables. The statement should be in the form of the examples on p. 22 of the FBA book. Also include a justification for the functional statement (i.e., explain how you can to the conclusions that you came to). This is essentially equivalent to showing your work on a math problem.

**\*\*All of FBA 2 should be completed on a roommate, spouse, or other person who you see consistently\*\***

**Quiz #18**

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**Mar  
29**

Due: Tuesday, Mar 29 at 11:59 pm

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**Quiz #19**

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**Mar  
31**

Due: Thursday, Mar 31 at 11:59 pm

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**Define personal behavior change 2**

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**Mar  
31**

Due: Thursday, Mar 31 at 11:59 pm

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Write an operational definition of the behavior that you are going to work on changing for your second personal behavior change project. Include the following:

1. An operational definition of the behavior (make sure it meets the components we have discussed in class),
2. The criterion you would like to achieve,
3. How you will measure the behavior (e.g., minutes of reading per day, number of versus per day, oz of water per hour).

**Quiz #20**

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**Apr  
05**

Due: Tuesday, Apr 05 at 11:59 pm

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**Quiz #21**

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**Apr  
07**

Due: Thursday, Apr 07 at 11:59 pm

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**The Real Final**

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**Apr  
12**

Due: Tuesday, Apr 12 at 11:59 pm

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This exam will cover all of the content from this semester. Please don't use notes, books, friends, or the internet during the exam. Thanks and good luck

**Personal Behavior Change Project 2**

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**Apr  
12**

Due: Tuesday, Apr 12 at 11:59 pm

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Please include the following in your personal behavior change project.

1. Operational definition of the behavior (must be a behavior)
2. Description of the intervention that you used to try to change the behavior. Please describe the behavior in enough detail that someone could replicate the intervention.
3. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
4. Provide a line graph showing a baseline and intervention phase. Create a graph consistent with this video <https://youtu.be/Fdg-Usj2K-g>
5. Provide a description of why you think the intervention did or did not work (it doesn't have to have worked) and what you might change on your next try, if it didn't work.

### IRIS Data-based Decision Making Cases

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Apr  
12

Due: Tuesday, Apr 12 at 11:59 pm

Complete the assignments in the IRIS Data-based Decision Making Cases and submit them here as a Word document

#### Extra credit

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Apr  
13

Due: Wednesday, Apr 13 at 11:59 pm

There may be opportunities to earn extra credit.

#### IRIS FBA Module (extra credit)

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Apr  
13

Due: Wednesday, Apr 13 at 11:59 pm

Complete the IRIS FBA Module and submit your answers here.

#### Complete the Student Rating for Extra Credit

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Apr  
14

Due: Thursday, Apr 14 at 11:59 pm

If you complete the student rating, you will receive extra credit.

## 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.

**Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

**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.

**Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

**Mental Health**

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](http://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> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

**Schedule**

Date	Topic	Readings	Assignments
Week 1			
M Jan 03 Monday			
T Jan 04 Tuesday	Introduction to the class and to behavior analysis		
Th Jan 06 Thursday	Behavior analysis and special education	Chapter 1 Behavior Modification  Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of applied behavior analysis</i> , 1(1), 91-97. <a href="#">jaba00083-0089.pdf</a> <a href="#">Download</a>	<b>Quiz#1</b>

Week 2			
T Jan 11 Tuesday	Observing, measuring, and graphing behavior	Chapters 2 and 3 Behavior Modification	<b>Quiz #3</b>
Th Jan 13 Thursday	Observing and measuring behavior part II  Dimensions of ABA  Graphing behavior	IRIS Defining behavior .pdf <a href="#">Download</a> IRIS Measuring Behavior .pdf <a href="#">Download</a>  YouTube Video: <a href="https://www.youtube.com/watch?v=Fdg-Usj2K-g">https://www.youtube.com/watch?v=Fdg-Usj2K-g</a>	
Week 3			
M Jan 17 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 18 Tuesday	Reinforcement	Chapter 4 Behavior Modification  PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf <a href="#">Download</a>	<b>IRIS Definition and Measurement Cases</b>
Th Jan 20 Thursday			<b>Define personal behavior change</b>
Week 4			
T Jan 25 Tuesday	Extinction  Nearpod Join Code: BGNHT	Chapter 5 Behavior Modification  Review pgs. 76-87 (motivating operations and schedules of reinforcement)	<b>Quiz #4</b>
Th Jan 27 Thursday	Punishment	Chapter 6 Behavior Modification	<b>Quiz #5</b>
Week 5			
T Feb 01 Tuesday	Stimulus control	Chapter 7 Behavior Modification	<b>Quiz #6</b>
Th Feb 03 Thursday	Shaping	Chapter 9 Behavior Modification	<b>Quiz #7 Personal Behavior Change Project</b>
Week 6			
T Feb 08 Tuesday	Prompting and Transfer of Stimulus Control	Chapter 10 Behavior Modification	<b>Quiz #8</b>
Th Feb 10 Thursday	Understanding Problem Behavior Through Functional Assessment	Chapter 13 Behavior Modification	<b>Quiz #9</b>
Week 7			

T Feb 15 Tuesday	Preference assessments	<p>Follow the link below, read, and study the website on preference assessment. There are links to videos. Please watch the videos.</p> <p><a href="http://ebip.vkcsites.org/preference-assessments/">http://ebip.vkcsites.org/preference-assessments/</a></p> <p>Follow the links below</p> <p><a href="https://masteraba.com/reinforcer-preference-assessment/">https://masteraba.com/reinforcer-preference-assessment/</a></p> <p><a href="https://www.appliedbehavioranalysis.com/preference-assessments/">https://www.appliedbehavioranalysis.com/preference-assessments/</a></p> <p>Read the article included below:          PREFERENCE ASSESSMENT PROCEDURES Preference Assessment Procedures for Individuals With Developmental Disabilities.pdf <a href="#">Download</a></p>	<b>Quiz #10</b>
Th Feb 17 Thursday	Chaining	Chapter 11 Behavior Modification	<b>Quiz #11</b>
Week 8			
T Feb 22 Tuesday	<b>Monday Instruction</b>		
Th Feb 24 Thursday	Differential reinforcement	Chapter 15 Behavior Modification	<b>Quiz #12</b>
Week 9			
T Mar 01 Tuesday	Antecedent control procedures	Chapter 16 Behavior Modification	<b>Quiz #13</b>
Th Mar 03 Thursday	Using punishment: Time-out and Response cost	Chapter 17 Behavior Modification	<b>Quiz #14</b>
Week 10			
T Mar 08 Tuesday	Midcourse Evaluation Review		<b>Midterm Opens</b>
Th Mar 10 Thursday	Mid-term		
Week 11			
T Mar 15 Tuesday	<p>Introduction to Functional Behavior Assessment and Indirect Observation.</p> <p>Class Discussion</p> <p>Practice Questions</p> <p>Functional behavior assessment: Direct observation</p>	<p>Nearpod join code for self-paced lesson: 4E3XT</p> <p>Functional Assessment p. 41-66</p> <p>Functional Assessment p. 1-40 (Stop at Direct Observation)</p>	<b>Midterm Closes</b>

	observation.		
Th Mar 17 Thursday			<b>FBA: Define problem behavior 1</b> <b>FBA: Functional behavior statement 1</b> <b>FBA: Direct observations 1</b> <b>FBA: Indirect data collection 1</b> <b>FBA: Define problem behavior 2</b> <b>Quiz #15</b>
Week 12			
T Mar 22 Tuesday			<b>FBA: Indirect data collection 2</b> <b>Quiz #16</b>
Th Mar 24 Thursday	Positive punishment and Ethics of Punishment	Chapter 18 Behavior Modification	<b>FBA: Direct observations 2</b> <b>Quiz #17</b>
Week 13			
T Mar 29 Tuesday	Behavioral skills training Nearpod code: BC6W2	Chapter 12 Behavior Modification	<b>FBA: Functional behavior statement 2</b> <b>Quiz #18</b>
Th Mar 31 Thursday	Generalization and maintenance	Chapter 19 Behavior Modification	<b>Define personal behavior change 2</b> <b>Quiz #19</b>
Week 14			
T Apr 05 Tuesday	Writing behavior objectives	Writing Better Goals and Short-Term Objectives .pdf <a href="#">Download</a>  <a href="http://www.adprima.com/objectives.htm">http://www.adprima.com/objectives.htm</a>	<b>Quiz #20</b>
Th Apr 07 Thursday	Individual student data based decision making.	Intensifying Instruction- Reed and Stevenson (1).pdf <a href="#">Download</a>  Data based individualization for behavior.pdf <a href="#">Download</a>	<b>Quiz #21</b>
Week 15			
T Apr 12 Tuesday	IRIS Data-Based Decision Cases Final exam review. Come prepared with questions.	data-based decision making .pdf <a href="#">Download</a>	<b>Personal Behavior Change Project 2</b> <b>IRIS Data-based Decision Making Cases</b> <b>The Real Final</b>

W Apr 13 Wednesday		<a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a>	<b>Extra credit IRIS FBA Module (extra credit)</b>
Th Apr 14 Thursday	<b>Winter Exam Preparation (04/14/2022 - 04/14/2022)</b>		<b>Complete the Student Rating for Extra Credit</b>
F Apr 15 Friday	<b>First Day of Winter Final Exams (04/15/2022 - 04/20/2022)</b>  Final Exam: 341 MCKB 7:00am - 10:00am		