

Instructor Info

Instructor Information

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Course Information



Description

The purpose of this class is to help you learn the fundamental principals that govern human behavior. You will also learn to conduct a functional behavior assessment and begin to understand how to develop a behavior support plan.

Prerequisites

None

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

Learning Outcomes

Understanding human behavior

1. Describe approaches for explaining and analyzing occurrences of human behavior.

Using data to identify and target problem behaviors

2. Describe data collection and principles of using data to target and replace behaviors.

Changing behavior

3. Describe principles of stimulus control, consequences, and differential reinforcement.

Functional behavior analysis

4. Use functional behavior assessment to determine the function of behavior and to develop replacement behaviors.

Behavior intervention plans

5. Use functional behavior assessment data to design behavioral intervention plans.

Grading Scale

Grades	Percent

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 dafter completing the nearpod lecture. **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. 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 I 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 I have made a mistake, which I do, let me know and I'll make the correction.

Participation Policy

This class is mostly self paced. You will have weekly deadlines, but it is up to you to participate in your own learning.

Attendance Policy

Your attendance will be tracked via the Nearpod.

Classroom Procedures

All lectures will be delivered on demand via nearpod.com.

Each week you will have 4 learning modules. Each module includes a reading assignment, a nearpod lecture and a quiz. Within the nearpod lectures are "quizzes." These are chances for you to check your learning and practice for the real quiz you will take after completing the module. Students learn best when they have multiple opportunities to practice and recall their learning. Please feel free to check your notes or refer back to your text book during the nearpod quizzes. During the formal quiz and midterm/finals on Learning Suite, books and notes are not allowed.

Study Habits

Eyring_Henry_1997_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZWf1rVJEq_jvXDBgRjb4uf3heQPPpW_FGx5AB0Yqc_C49ibLx_H3RTCxWlzMWxNcoWYjxiWFLCd_Jdd](#)

devoting 15 hours of time to this class each week. 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. 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 15 hours for the class, let me know and we'll adjust accordingly.

Assignments

Assignment Descriptions

IRIS Measurement Cases

May
04 Due: Tuesday, May 04 at 11:59 pm

Complete the IRIS Measurement cases and submit in learningsuite. Complete all 6 cases.

Define personal behavior change

May
04 Due: Tuesday, May 04 at 11:59 pm

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

Week 1, Module 4 Quiz

May
04 Due: Tuesday, May 04 at 11:59 pm

This quiz is closed book, neighbor and notes.

Week 1, Module 3 Quiz

May
04 Due: Tuesday, May 04 at 11:59 pm

This quiz is closed book, note, and neighbor.

Week 1, Module 2 Quiz

May
04 Due: Tuesday, May 04 at 11:59 pm

This quiz is closed book, note and neighbor

Week 2, Module 1

May
11 Due: Tuesday, May 11 at 11:59 pm

Personal Behavior Change Project

May
11 Due: Tuesday, May 11 at 11:59 pm

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 spreadsheet. (3 data points baseline, 4-5 with intervention)
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.

Week 2, Module 2

May
11

Due: Tuesday, May 11 at 11:59 pm

Week 2, Module 3

May
11

Due: Tuesday, May 11 at 11:59 pm

FBA: Define problem behavior 1

May
11

Due: Tuesday, May 11 at 11:59 pm

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

(See content tab for some examples)

Week 2, Module 4

May
11

Due: Tuesday, May 11 at 11:59 pm

FBA: Functional behavior statement 1

May
18

Due: Tuesday, May 18 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 came to the conclusions that you came to). This is essentially equivalent to showing your work on a math problem.

Week 3, Module 1

May
18

Due: Tuesday, May 18 at 11:59 pm

Open brain, closed book, note, neighbor

May
18

Due: Tuesday, May 18 at 11:59 pm

open brain, closed notes, books, slides and neighbors

FBA: Indirect data collection 1

May
18

Due: Tuesday, May 18 at 11:59 pm

Please submit your indirect observation using the FAST form. The FAST form is available in the Nearpod lesson and in content tab (all parts of the form need to be completed). Also 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.

Please embed any picture of your FAST form within your document especially if you have an apple device-- LS can not open HEIC files (pictures taken from apple devices) so you won't get points if your file is in HEIC)

Wek 3, Module 4

May
18

Due: Tuesday, May 18 at 11:59 pm

Open brain. Closed book, notes, nearpod & neighbor.

Week 3, Module 3

May
18

Due: Tuesday, May 18 at 11:59 pm

open brain. Closed book, notes, slides and friends.

FBA; Direct observations 1

May
18

Due: Tuesday, May 18 at 11:59 pm

Please submit the following: 1. Operational definition of the behavior, 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). Make sure that the form is legible. If I can't read it, you won't get credit.

Week 4, Module 3

May
25

Due: Tuesday, May 25 at 11:59 pm

closed book....

Week 4, Module 4

May
25

Due: Tuesday, May 25 at 11:59 pm

May
25

Due: Tuesday, May 25 at 11:59 pm

Closed book, note, slides, etc.

Define personal change behavior II

May
25

Due: Tuesday, May 25 at 11:59 pm

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,
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).

Week 4, Module 1

May
25

Due: Tuesday, May 25 at 11:59 pm

Open brain, closed book, notes, neighbor

Midterm (the real thing)

May
28

Due: Friday, May 28 at 3:30 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.

Week 5, Module 3

Jun
01

Due: Tuesday, Jun 01 at 11:59 pm

Open brain, closed book

Week 5, Module 4

Jun
01

Due: Tuesday, Jun 01 at 11:59 pm

Open brain, closed book

FBA: Define problem behavior 2

Jun
01

Due: Tuesday, Jun 01 at 11:59 pm

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

Week 5, Module 2

01

Open brain, closed book

Week 5, Module 1

Jun

01

Due: Tuesday, Jun 01 at 11:59 pm

Open brain, closed book.

Personal Behavior Change Project II

Jun

02

Due: Wednesday, Jun 02 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. 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.

Extra credit

Jun

08

Due: Tuesday, Jun 08 at 11:59 pm

Thanks to all who filled out the mid course evaluation!!! you earned 3 extra points!

Week 6, Module 2

Jun

09

Due: Wednesday, Jun 09 at 11:59 pm

IRIS Data-based Decision Making Cases

Jun

09

Due: Wednesday, Jun 09 at 11:59 pm

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

You may work with a partner (groups of 2-3 individuals) to complete this assignment. Each student in the group must upload a copy of the assignment with the names of all the members of the group.

Week 6, Module 1

Jun

09

Due: Wednesday, Jun 09 at 11:59 pm

Jun
10

Due: Thursday, Jun 10 at 11:59 pm

Please submit your indirect observation using the FAST form. The FAST form is available in the Nearpod lesson for 10.5.20 (all parts of the form need to be completed). Also 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.

FBA: Direct observations 2

Jun
10

Due: Thursday, Jun 10 at 11:59 pm

Please submit your direct observation form(s) (e.g., Structured ABC form) along with your hypothesis as to the most likely function of the problem behavior. Make sure that the form is legible. If I can't read it, you won't get credit.

The structured ABC form is located in the Content section on the FBA direct observations page. Download the form labeled 42%20and%2055%20Handout.pdf. Then scroll down to page 3 and you'll find the Structured ABC form.

FBA: Functional behavior statement 2

Jun
10

Due: Thursday, Jun 10 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 tie the conclusions that you came to). This is essentially equivalent to showing your work on a math problem.

IEP response paper or Behavior Principles in my Life Paper

Jun
14

Due: Monday, Jun 14 at 11:59 pm

Select one of the following options:

Attend an IEP meeting and write a one-page response paper.

Consider addressing these questions.

1. Describe the student for whom you held the IEP Meeting
2. Describe who attended the meeting
3. Describe how the meeting went (i.e., was it a smooth meeting or disjointed, was it friendly or contentious, etc.)
4. Indicate what you will replicate from the meeting in your own IEP meetings
5. Indicate what you will change from the meeting in your future IEP meetings

or

Think about the behavior principles you have learned in this class and write a 1 page response paper.

Consider addressing the following questions:

1. What behavior principles do I see in my home/workplace/friend group/school setting?
2. How do behavior principles influence my experiences/behaviors if at all?

others, if at all?

5. What will I want to remember for my future classroom?

IRIS FBA Module

Jun
14

Due: Monday, Jun 14 at 11:59 pm

Complete the IRIS FBA Module and submit your answers here.

You may work with a partner (groups of 2-3 individuals) to complete this assignment. Each student in the group must upload a copy of the assignment with the names of all the members of the group.

Complete the Student Rating for Extra Credit

Jun
15

Due: Tuesday, Jun 15 at 11:59 pm

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

The Real Final

Jun
16

Due: Wednesday, Jun 16 at 11:59 pm

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

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 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

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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

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

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.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

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) 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>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the

Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Module 1	Module 2	Mo
Week 1			
T Apr 27 Tuesday	<p>Introduction to the class and to behavior analysis</p> <p>Nearpod.com Enter code: JHRKB</p> <p><u>Preference Assessment/Survey</u></p>	<p>Behavior analysis and special education</p> <p>READING:</p> <p>Chapter 1 Behavior Modification</p> <p>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. jaba00083-0089.pdf Download</p> <p>NEARPOD LECTURE: DQU2G</p> <p>QUIZ</p>	<p>Ol an be</p> <p>RE</p> <p>Be ch</p> <p>NE 6J</p> <p>QL Gr</p>
Week 2			
M May 03 Monday			

T May 04 Tuesday

Reinforcement

READING

Chapter 4 Behavior Modification

PRODUCTION AND ELIMINATION OF
DISRUPTIVE CLASSROOM BEHAVIOR
BY SYSTEMATICALLY VARYING
TEACHER'S BEHAVIOR1.pdf [Download](#)

Nearpod Lecture: 46873

Quiz

Extinction

READING:

Chapter 5 Behavior Modification

Nearpod Lecture: FHPE7

Quiz

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Week 3

T May 11 Tuesday

Stimulus control
Chapter 7 Behavior Modification
Nearpod Lecture : CRKXG

Quiz

**Understanding Problem Behavior
Through Functional Assessment**

READING:

Review Chapter 13 Behavior
Modification

Read Functional assessment pg. 1-30

NEARPOD Lecture: LS9IT

QUIZ

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Week 4

T May 18 Tuesday

Shaping
Chapter 9 Behavior Modification

Nearpod Lecture: 5BI2D

QUIZ
Midcourse Evaluation Review

Prompting and Transfer of Stimulus
Control
Chapter 10 Behavior Modification

Nearpod Lecture: E45UV

Quiz

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Week 5

T May 25 Tuesday	<p>Antecedent control procedures Chapter 16</p> <p>Nearpod Lecture: BQN7L</p> <p>QUIZ</p>	<p>Using punishment: Time-out and Response cost Chapter 17 Behavior Modification</p> <p>Nearpod Lecture: PHD39</p> <p>QUIZ</p>	<p>Pe an Pl Ch Mc</p> <p>Ne 4F</p> <p>Qu</p>
F May 28 Friday	Instructor Ratings Open Spring		
Week 6			
M May 31 Monday	Memorial Day		

T Jun 01 Tuesday	<p>Writing behavior objectives</p> <p>Alberto and Troutman Ch 3 Preparing Behavioral Objectives</p> <p>https://drive.google.com/file/d/1R7ZvOTD39uDIE0IY7Egxn533KZhvT8N6/view?usp=sharing</p> <p>(read only. Do not download, print, copy etc.)</p> <p>Nearpod Lecture: NKX7W</p> <p>Quiz</p>	<p>Generalization and maintenance</p> <p>Nearpod Join code:</p> <p>Chapter 19</p> <p>Nearpod Lecture: 2SIM8</p> <p>Quiz</p>	<p>Inc ba</p> <p>RE Inf Re (1</p> <p>De inc be</p> <p>Ne 9C</p> <p>In co st pa E</p>
W Jun 02 Wednesday			
Week 7			
T Jun 08 Tuesday	<p>Final exam review.</p> <p>Come prepared with questions.</p>		
W Jun 09 Wednesday			

Th Jun 10 Thursday		
Week 8		
M Jun 14 Monday	Final Exam: 355 MCKB 7:00pm - 10:00pm	
T Jun 15 Tuesday	Spring Exam Preparation (06/15/2021 - 06/15/2021)	
W Jun 16 Wednesday	First Day of Spring Final Exams (06/16/2021 - 06/17/2021)	