

## Instructor/TA Info

### Instructor Information

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### TA Information

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## Course Information




### Description

In this course we will learn to apply the building blocks of behavior to specific programs, practices, and interventions. We will build on our work on functional behavior assessment to develop behavior support plans and work on data-based decision making.

### Prerequisites

CPSE 410

### Materials

Item	Price (new)	Price (used)
 <u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R	174.00	130.50
 <u>Behavior Modification Principles and Procedures 6e - Required</u> by Miltenberger, R	220.00	165.00
 <u>Implementing Classwide PBIS - Required</u> by Myers, D	36.00	27.00

### Grading Scale

Grades	Percent
A	93%
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 and developed the necessary skills. 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 NECESSARY SKILLS. 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 in-person 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\\_H3RTCxWizMWxNcoWYjxiW](#)

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

Aug  
31

Due: Wednesday, Aug 31 at 11:59 pm

#### Quiz 2

Sep  
07

Due: Wednesday, Sep 07 at 11:59 pm

#### IRIS EBP Module #3

Sep  
14

Due: Wednesday, Sep 14 at 1:00 pm

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

#### IRIS EBP Module #1

Sep  
14

Due: Wednesday, Sep 14 at 1:00 pm

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

#### IRIS EBP Module #2

Sep  
14

Due: Wednesday, Sep 14 at 1:00 pm

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

#### Hope Nail Biting Case Study

Sep  
19

Due: Monday, Sep 19 at 5:00 pm

Turn in your Hope Nail Biting Case Study

**Quiz 5****Sep**  
**19**

Due: Monday, Sep 19 at 11:59 pm

**Quiz 6****Sep**  
**21**

Due: Wednesday, Sep 21 at 11:59 pm

**Quiz 7****Sep**  
**26**

Due: Monday, Sep 26 at 11:59 pm

**Quiz 8****Sep**  
**28**

Due: Wednesday, Sep 28 at 11:59 pm

**Quiz 9****Oct**  
**05**

Due: Wednesday, Oct 05 at 11:59 pm

**Classwide Behavior Expectations****Oct**  
**10**

Due: Monday, Oct 10 at 11:59 pm

1. Using the template from the lesson on 10.5.22 create a hypothetical expectations/routines matrix
2. Using the template from the lesson on 10.5.22 create 1 lesson plan for one column of your matrix.

**Quiz 10****Oct**  
**10**

Due: Monday, Oct 10 at 11:59 pm

**Quiz 11****Oct**  
**12**

Due: Wednesday, Oct 12 at 11:59 pm

**Personal Behavior Change Project****Oct**  
**12**

Due: Wednesday, Oct 12 at 11:59 pm

Description forthcoming.

**Quiz 12****Oct  
17**

Due: Monday, Oct 17 at 11:59 pm

**Quiz 13****Oct  
19**

Due: Wednesday, Oct 19 at 11:59 pm

**Quiz 14****Oct  
24**

Due: Monday, Oct 24 at 11:59 pm

**Social Skills Lesson Plan****Oct  
26**

Due: Wednesday, Oct 26 at 11:59 pm

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template BLISS.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=-YwjEv8QOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKX1qUb0tYdMk4C0PqR\\_SJ0ICYZ79YxmCnGOpyaojpi6:](https://learningsuite.byu.edu/view/8v_pt08TKurS.html#instructorInformation)

**Quiz 15****Oct  
26**

Due: Wednesday, Oct 26 at 11:59 pm

**Quiz 16****Oct  
31**

Due: Monday, Oct 31 at 11:59 pm

**Quiz 17****Nov  
09**

Due: Wednesday, Nov 09 at 11:59 pm

**Midterm Exam****Nov  
09**

Due: Wednesday, Nov 09 at 11:59 pm

Please complete this exam closed book, closed note, closed neighbor, closed internet.

**Evidence Based Practice Identification****Nov**

**14**

Due: Monday, Nov 14 at 11:59 pm

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

**Quiz 18****Nov****14**

Due: Monday, Nov 14 at 11:59 pm

**Quiz 19****Nov****16**

Due: Wednesday, Nov 16 at 11:59 pm

**Praise and OTR Observation****Nov****21**

Due: Monday, Nov 21 at 11:59 pm

Watch this video for **20 min**<https://www.youtube.com/watch?v=RTnZy3jDDx0> (<https://www.youtube.com/watch?v=RTnZy3jDDx0>)

Count the frequency of the praise statements and opportunities to respond.

**Quiz 20****Nov****21**

Due: Monday, Nov 21 at 11:59 pm

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

**Self-Assessment Observation****Dec****05**

Due: Monday, Dec 05 at 11:59 pm

Observe the class in which you are doing your practicum. Complete the attached assessment and complete at least two lines of an action plan (see attached example).

Self-Assessment .pdf [Download \(plugins/Upload/fileDownload.php?fileId=5bf6737c-1UPE-nkim-gdpr-qrfe31d21fb3&pubhash=2Y6hdEhcm-](#)

[iFaxLi5UeKJc85RrgMrlr4jtyXx\\_kHgfHfgT9u2LU69ch\\_oydgGbJKjlx5sPeLod0c3ZFZxRXsUQ==\)](#)

Action Plan Example .pdf [Download \(plugins/Upload/fileDownload.php?fileId=79bd3f52-oqb6-nlq9-a2xb-6l988511767e&](#)

[pubhash=PD5zlh0LzKXade6TyjUre7FhCSG76ckJ9i7al5DYZfAewVT9uyZwJ8zmqGNpb00GT-4eL1NzCRNyUWTrsQ9haQ==\)](#)

**Extra Credit****Dec  
07**

Due: Wednesday, Dec 07 at 11:59 pm

## Extra Credit

**FBA and BSP #1****Dec  
08**

Due: Thursday, Dec 08 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student.

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

You will need to submit

1. An operational definition of the behavior
2. Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence.
3. Some evidence of direct observation(s) (e.g., ABC forms, Scatter plot, etc.)
4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathway using the attached BIP template.
6. Complete the remainder of the attached BIP template
6. A written behavior support plan that you would be comfortable handing to a parent (see O'Neil pgs. 103-104 for examples)

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

**Template:** BIP Template from Missouri PBS.docx [Download \(plugins/Upload/fileDownload.php?fileId=40dfad9c-FimR-mAC2-1uYc-HZ88bd89b762&pubhash=VPwT\\_L24tGLUO09MT9ttINxInboTWZH9PK\\_lzHvo9fAiXKm5rCt2p8G6app0Dm8Hty7nYWwED7d2](#)

**Exam****Dec  
16**

Due: Friday, Dec 16 at 11:59 pm

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

**Point Breakdown**

Categories	Percent of Grade
Exams	33.33%
Quizzes	33.33%
Behavior Change Projects	33.33%



## 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.

## Schedule

Date	Topic	Reading
Week 1		
M Aug 29 Monday	Course introduction  What students want from school.	
W Aug 31 Wednesday	Evidence Based	Read the attached article: Evidence Based Practice: A Frame

	Practice	Effective Decisions.pdf <a href="#">Download</a>
Week 2		
M Sep 05 Monday	<b>Labor Day</b>	
W Sep 07 Wednesday	Data-Based Decision Making	Complete this Thinkific Course <a href="https://christian-s-school-825b.thinkific.com/courses/individual-based-decision-making">https://christian-s-school-825b.thinkific.com/courses/individual-based-decision-making</a>
Week 3		
M Sep 12 Monday	IRIS Modules on Evidence Based Practice - You will complete the three IRIS modules that address EBP.	Module 1: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_01/">https://iris.peabody.vanderbilt.edu/module/ebp_01/</a> Module 2: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_02/">https://iris.peabody.vanderbilt.edu/module/ebp_02/</a> Module 3: <a href="https://iris.peabody.vanderbilt.edu/module/ebp_03/">https://iris.peabody.vanderbilt.edu/module/ebp_03/</a>
W Sep 14 Wednesday		
Week 4		
M Sep 19 Monday	FBA Review and intro to BSP	FBA BSP Reading  Functional Behavior Assessments and Behavior Support Plan
W Sep 21 Wednesday	Building a Behavior Support Plan	Functional Assessment and Program Development for Problem (O'Neill et al). Chapters 3-5, pgs. 67-104.
Th Sep 22 Thursday		
Week 5		
M Sep 26 Monday	Antecedent Based Strategies (Prevention)	Review this chapter: Behavior Modification (Miltenberger) Ch 16 Antecedent Control Read and study this website: <a href="https://masteraba.com/antecedent-interventions-complete-guide">https://masteraba.com/antecedent-interventions-complete-guide</a>
T Sep 27 Tuesday		

W Sep 28 Wednesday	Foundations of Effective Behavior Support (Prevention)	<p><b>Read:</b></p> <p>Implementing Classwide PBIS Ch1 pgs.14-34</p> <p>AND</p> <p>Supporting and Responding to Students' Social, Emotional, and Behavioral Needs (see PDF below) pgs.1-13</p> <p>SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL AND BEHAVIORAL NEEDS.pdf <a href="#">Download</a></p>
Th Sep 29 Thursday		
Week 6		
M Oct 03 Monday	<p>Establish and Teach Positively Stated Expectations</p> <p>Plan Relevant Instruction</p> <p>Develop predictable routines</p>	ics_norms (1).pdf <a href="#">Download</a>
T Oct 04 Tuesday		
W Oct 05 Wednesday	Opportunities to respond and active supervision	<p>Opportunities to Respond- A Key Component of Effective Instruction.pdf <a href="#">Download</a></p> <p>Active Supervision .pdf <a href="#">Download</a></p>
Th Oct 06 Thursday		
Week 7		
M Oct 10 Monday	Praise and Token Economy	Chapter 22 of Behavior Modification Teacher Praise .pdf <a href="#">Download</a>
W Oct 12 Wednesday	Group Contingency and Good Behavior Game	<p>Designing and Implementing Group Contingencies in the Classroom.pdf <a href="#">Download</a></p> <p>Get them back on track .pdf <a href="#">Download</a></p>
Th Oct 13 Thursday		
Week 8		
M Oct 17 Monday	Self-management	Chapter 20 of Behavior Modification

W Oct 19 Wednesday	Non-contingent and differential reinforcement	Review Chapter 15 of Behavior Modification  NoncontingentReinforcement-EnrichingtheClassroomEnvironmenttoReduceProblemBehavi
Th Oct 20 Thursday		
Week 9		
M Oct 24 Monday	Behavioral Skills Training and Social Skills Training	Getting More From Social Skills.pdf <a href="#">Download</a>  Review Chapter 12 of Behavior Modification
T Oct 25 Tuesday		
W Oct 26 Wednesday	Daily Behavior Report Card and Check-in Check-out	Calvin Won't Sit Down! The Daily Behavior Report Card- A Pr to Change Student Behavior and Increase School-Home Communication.pdf <a href="#">Download</a>  Implementing Check In-Check Out for Students with Intellectu Self-Contained Classrooms.pdf <a href="#">Download</a>  Implementing Check in-Check out for Students With Emotiona Disorders in Residential and Juvenile Justice Settings.pdf <a href="#">Do</a>
Th Oct 27 Thursday		
Week 10		
M Oct 31 Monday	Midcourse Eval Review	
T Nov 01 Tuesday		
W Nov 02 Wednesday	Midterm	
Th Nov 03 Thursday		
Week 11		

M Nov 07 Monday	<p>Responding to problem behavior: Bullying within a schoolwide positive behavior support system</p> <p>Nearpod Join Code for self-paced lesson: H7YDA</p>	<p>bullyprevention_ES1.pdf <a href="#">Download</a></p> <p>fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0-Ud727ba7691a.pdf <a href="#">Download</a></p>
T Nov 08 Tuesday		
W Nov 09 Wednesday	<p>Tier 3 Support: Escape maintained problem behavior</p>	<p>i1998-1929-3-1-22.pdf <a href="#">Download</a></p>
Th Nov 10 Thursday		
Week 12		
M Nov 14 Monday	<p>Tier 3 Support: Attention/access maintained problem behavior</p>	<p>Grow, Carr, &amp; LeBlanc, 2009 (1).pdf <a href="#">Download</a></p>
T Nov 15 Tuesday		
W Nov 16 Wednesday	<p>Ethics</p>	<p>Read these two articles:</p> <p>Ethical Challenges in Special Education.pdf <a href="#">Download</a></p> <p>Seven Basic Steps to Solving Ethical Dilemmas in Special Education.pdf <a href="#">Download</a></p> <p>Download these for your reference:</p> <p>CEC Code of Ethics (3).pdf <a href="#">Download</a></p> <p>CEC Standards for Professional Practice (3).pdf <a href="#">Download</a></p> <p>Ethics-Code-for-Behavior-Analysts-220316-2 (2).pdf <a href="#">Download</a></p>
Th Nov 17 Thursday		
Week 13		
M Nov 21 Monday		

T Nov 22 Tuesday	<b>Friday Instruction</b>	
W Nov 23 Wednesday	<b>No Classes</b>	
Week 14		
M Nov 28 Monday		
T Nov 29 Tuesday		
W Nov 30 Wednesday		
Th Dec 01 Thursday		
Week 15		
M Dec 05 Monday	Supporting Teachers	Implementing Classwide PBIS Chapter 3
W Dec 07 Wednesday	Wrap-up and open Q&A Exam Prep Day Final Exam: 341 MCKB 7:00pm - 10:00pm	Blair-Mahoney2022_Article_CreatingSingle-SubjectResearch.pdf <a href="#">Download</a>  Using Data to Intensify Behavioral Interventions Kern_Wehby. Data to Intensify Behavioral Interventions for Individual Students.pdf <a href="#">Download</a>  Szabo2020_Article_EquityAndDiversityInBehaviorAn.pdf <a href="#">Dov</a>
Th Dec 08 Thursday		Dundies link: <a href="https://forms.gle/yNBmHQHua14SiY1D9">https://forms.gle/yNBmHQHua14SiY1D9</a>
Week 16		
M Dec 12 Monday	<b>First Day of Fall Final Exams (12/12/2022 - 12/16/2022)</b>	
W Dec 14 Wednesday		
F Dec 16 Friday		