

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.

Prerequisites

CPSE 410

Materials

Item	Price (new)	Price (used)
 <u>Classwide Positive Behaviorm</u> - <i>Required</i> by Simonsen, B	36.00	27.00
 <u>Functional Assessment and Program Development for Problem Behavior</u> <u>3e</u> - <i>Required</i> by O'Neill, R	150.00	112.50
 <u>Behavior Modification Principles and Procedures 6e</u> - <i>Required</i> by Miltenberger, R	180.00	135.00

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. 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)

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.

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.

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

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.

Assignments

Assignment Descriptions

Quiz 1

Jan
05

Due: Wednesday, Jan 05 at 11:59 pm

IRIS EBP Module #1

Jan
10

Due: Monday, Jan 10 at 11:59 pm

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

IRIS EBP Module #3

Jan
10

Due: Monday, Jan 10 at 11:59 pm

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

Quiz 2

Jan
10

Due: Monday, Jan 10 at 11:59 pm

IRIS EBP Module #2

Jan
10

Due: Monday, Jan 10 at 11:59 pm

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

Quiz 3

Jan

12Due: Wednesday, Jan 12 at 11:59 pm

Quiz 4

**Jan
24**Due: Monday, Jan 24 at 11:59 pm

Quiz 5

**Jan
26**Due: Wednesday, Jan 26 at 11:59 pm

Quiz 6

**Jan
31**Due: Monday, Jan 31 at 11:59 pm

Quiz 7

**Feb
02**Due: Wednesday, Feb 02 at 11:59 pm

Classwide Behavior Expectations

**Feb
07**Due: Monday, Feb 07 at 11:59 pm

1. Using the template on p. 117 create a matrix of classwide expectations.
 2. Also create a single list of universal classwide expectations
 3. Create 1 lesson plan using the template on p. 122 for one column of your matrix.
-

Quiz 8

**Feb
07**Due: Monday, Feb 07 at 11:59 pm

Quiz 9

**Feb
09**Due: Wednesday, Feb 09 at 11:59 pm

Quiz 10

**Feb
14**Due: Monday, Feb 14 at 11:59 pm

Quiz 11

**Feb
16**Due: Wednesday, Feb 16 at 11:59 pm

Evidence Based Practice Identification

**Feb
16**Due: Wednesday, Feb 16 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

- Describe your level of confidence in the available evidence
- Describe any modifications that you may need to make based on your professional judgement or context/client

Quiz 12

Feb
22

Due: Tuesday, Feb 22 at 11:59 pm

Quiz 13

Feb
23

Due: Wednesday, Feb 23 at 11:59 pm

Praise and OTR Observation

Feb
28

Due: Monday, Feb 28 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 14

Feb
28

Due: Monday, Feb 28 at 11:59 pm

Quiz 15

Mar
02

Due: Wednesday, Mar 02 at 11:59 pm

FBA and BSP #1

Mar
02

Due: Wednesday, Mar 02 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

- An operational definition of the behavior
 - Some evidence of indirect observation(s) (e.g., FAST interview form). You may, of course, submit more than one form of evidence.
 - Some evidence of direct observation(s) (e.g., ABC forms, Scatter plot, etc.)
 - A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
 - A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.
 - A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples)
- If you have questions, please don't wait. Come see me.

Behavior Change Project

Mar
02

Due: Wednesday, Mar 02 at 11:59 pm

Follow the directions on this file:

Behavior Change Project 1 442.docx [Download \(plugins/Upload/fileDownload.php?fileId=fbf6a66f-I55T-aMhl-e6BE-](#)

OMea1a6d373d&
pubhash=3Hnso1Lk4X656ivsQk2jv2Aieo2SzXsvAd8KyrEmLkw97T7M5VdEiKpPE5J9YndSkMrdwPXbWnVasbo_5-
SkoQ==)

Quiz 16

Mar
07

Due: Monday, Mar 07 at 11:59 pm

Social Skills Lesson Plan

Mar
14

Due: Monday, Mar 14 at 11:59 pm

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template
BLISS.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=-YwjEv8QOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKX1qUb0tYdMk4C0PqR_SJ0ICYZ79YxmCnGOPYaojpl6sxUQ==\)](#)

Midterm Exam

Mar
14

Due: Monday, Mar 14 at 11:59 pm

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

Quiz 17

Mar
21

Due: Monday, Mar 21 at 11:59 pm

Quiz 18

Mar
23

Due: Wednesday, Mar 23 at 11:59 pm

Quiz 19

Mar
28

Due: Monday, Mar 28 at 11:59 pm

Quiz 20

Mar
30

Due: Wednesday, Mar 30 at 11:59 pm

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

Self-Assessment Observation

Apr
06

Due: Wednesday, Apr 06 at 11:59 pm

Watch 15 min of this video and complete the self-assessment form. You will have to make some judgement calls on a few items, but just do your best with what you can observe.

Video: <https://www.youtube.com/watch?v=RTnZy3jDDx0> (<https://www.youtube.com/watch?v=RTnZy3jDDx0>)

Form: Self-Assessment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=30f2fa5a-GBSx-YjMh-kgm0-A830286c0955&pubhash=3eFfgkXe0KrC72mnOEYOYz1hs792UP3wBh1IYZc0BMRrk9eq1Q0uSIP45nyuz0szSziq9Paky7H55NYaX6E8Rvw==\)](#)

1 page summary of Webinar

Apr
11

Due: Monday, Apr 11 at 7:55 am

Please write a one page summary of what you learned from the managing the cycle of acting out behavior webinar.

Exam

Apr
12

Due: Tuesday, Apr 12 at 11:59 pm

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

FBA and BSP #2

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Conduct a complete FBA and create a BSP for a real student and report intervention data.

The purpose of this assignment is to get more experience and to develop fluency in conducting FBAs and writing up meaningful BSPs. The purpose is NOT to get points or meet some course requirement. Do NOT focus on how many observations/interviews are "required". Instead focus on accurately identifying the function of the behavior and identifying functionally relevant behavior support plan procedures. If you find yourself thinking, "I wonder if I have done enough observations for this assignment?" Then you can answer 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. (NO PHOTOS OF FORMS ALLOWED. If the indirect tool is an interview, conduct an interview rather than handing the form to the teacher and walking away.)

The purpose of indirect observation is to formulate an initial hypothesis.

3. Some evidence of direct observation(s) (e.g., ABC forms, structured ABC forms, Scatter plot, etc.)

Collect enough data that you are confident about the function of the behavior. You should be evaluating the hypothesis you developed from the indirect observations.

4. A functional behavior statement that identifies the setting event, antecedent, behavior, and maintaining consequence.
5. A completed competing behavior pathways form (see the O'Neil book pg.84 and 87). This should identify strategies for setting events (if there are any), antecedents, teaching behaviors, and consequences.

I need to see this form in the correct format. Listing bullet points will not work. I recommend filling out a form and scanning it in. Again Photos will not be accepted.

6. A written behavior support plan that you could hand to someone to implement (see O'Neil pgs. 103-104 for examples) Please make this something that you would be proud to hand to a parent, teacher, or administrator. Make it look professional.

7. Include a graph with baseline and treatment data. The graph should include:

- a. An x and y axis, b. labels for each axis, c. Numbers on each axis, d. at least 3 baseline data points, e. a phase change line after the baseline data, f. at least 3 treatment data points, g. some interpretation of the graph (i.e., did the intervention work? How do you know?)

I would recommend converting the final file to a PDF.

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

Continuum of reductive consequences

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Behavior Change Project II

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Follow the directions on this file:

Behavior Change Project 1 442.docx [Download \(plugins/Upload/fileDownload.php?fileId=fbf6a66f-l55T-aMhl-e6BE-](#)

OMea1a6d373d&

pubhash=3Hnso1Lk4X656ivsQk2jv2Aieo2SzXsvAd8KyrEmLkw97T7M5VdEiKpPE5J9YndSkMrdwPXbWnVasbo_5-

SkoQ==)

BIP Template from Missouri PBS.docx Download (plugins/Upload/fileDownload.php?fileId=40dfad9c-FimR-mAC2-1uYc-HZ88bd89b762&

pubhash=VPwT_L24tGLUO09MT9ttlNxlnoTWZH9PK_lzHvo9fAiXKm5rCt2p8G6app0Dm8Hty7nYWwED7d2ojGvhYi9wQ==)

Continuum of positive consequences

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Classroom Management Plan

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

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

Extra Credit

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

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

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.

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>).

Schedule

Date	Topic	Reading	Assignm
Week 1			
M Jan 03 Monday	Course introduction What students want from school.		
W Jan 05 Wednesday	Evidence Based Practice	Read the attached article: Evidence Based Practice: A Framework for Making Effective Decisions.pdf Download	Quiz 1
Week 2			
M Jan 10 Monday	IRIS Modules on Evidence Based Practice - You will complete the three IRIS modules that address EBP.	Module 1: https://iris.peabody.vanderbilt.edu/module/ebp_01/ Module 2: https://iris.peabody.vanderbilt.edu/module/ebp_02/ Module 3: https://iris.peabody.vanderbilt.edu/module/ebp_03/	IRIS EE IRIS EE IRIS EE Quiz 2
W Jan 12 Wednesday	FBA Review and intro to BSP	FBA BSP Reading Functional Behavior Assessments and Behavior Support Plans .pdf Download	Quiz 3
Week 3			
M Jan 17 Monday	Martin Luther King Jr Day		
W Jan 19 Wednesday			
F Jan 21 Friday			
Week 4			
M Jan 24 Monday	Positive Behavior Interventions and Supports Nearpod Code: NRS9L	Simonsen Chapter 1&2 (p.1-50)	Quiz 4
W Jan 26 Wednesday	Tier 1 Schoolwide PBIS Intro to Classwide PBIS	Simonsen Chapter 3 Simonsen Chapter 4	Quiz 5

F Jan 28 Friday			
Week 5			
M Jan 31 Monday	Foundations Structure, opportunities to respond, and expectations	Supporting and Responding to Behavior1.pdf Download Focus on this reading: Simonsen Chapters 5 ContentServer.asp_T=P&P=AN&K=1983-01902-001&S=L&D=pdh&EbscoContent=dGJyMNXb4kSeprE4yNfsOLCmr1Cep.pdf Download	Quiz 6
W Feb 02 Wednesday	Establish and Teach Positively Stated Expectations	Simonsen Chapter 6	Quiz 7
F Feb 04 Friday			
Week 6			
M Feb 07 Monday	Continuum of Strategies to Reinforce Appropriate Behavior (Self-guided Nearpod lesson) Continuum of Strategies to Respond to Inappropriate Behavior	Simonsen Chapter 7 Simonsen Chapter 8	Classw Expect Quiz 8
W Feb 09 Wednesday	Tier 2 in your classroom	Simonsen Chapter 9	Quiz 9
F Feb 11 Friday			
Week 7			
M Feb 14 Monday	Tier 3 and wrap up	Simonsen Chapter 10-11	Quiz 10
W Feb 16 Wednesday	Tier 1 Strategies: Token economy	Chapter 22 of Behavior Modification	Eviden Practic Quiz 11
F Feb 18 Friday			
Week 8			
M Feb 21 Monday	Presidents Day		
T Feb 22 Tuesday	Monday Instruction Tier 1 Strategies: Group Contingencies and Good Behavior Game	jaba00057-0109.pdf Download 1-s2.0-S0022440512000660-main.pdf__tid=67dfbefe-f0df-11e7-a119-00000aab0f02&acdnat=1515022977_43.pdf Download jaba00065-0063.pdf Download	Quiz 12
W Feb 23 Wednesday	Tier 1 Strategies: Level System	fileDownload.php_fileId=29b7ad4b-KBIZ-oKQI-1c9A-QI2935176b75.pdf Download fileDownload.php_fileId=493e7903-0aQD-sB0l-gp6j-rl8f8e6ca63d.pdf Download	Quiz 13
F Feb 25 Friday			
Week 9			

M Feb 28 Monday	Tier 2 Strategies: Compliance training and high probability sequence	10.1007%2F978-0-387-09632-2_17 (1).pdf Download 10885536.pdf Download 1534650110370714.pdf Download	Quiz 14 Praise Observ
W Mar 02 Wednesday	Tier 2 Strategies: Self- Management	Chapter 20 of Behavior Modification	Behavi Project Quiz 15 FBA an
F Mar 04 Friday			
Week 10			
M Mar 07 Monday	Tier 2 Strategies: Social skills instruction and behavioral skills training	1534650106286940.pdf Download 001440290106700303.pdf Download viewcontent.cgi_article=1564&context=sped_facpub.pdf Download	Quiz 16
W Mar 09 Wednesday	Midcourse Eval Review		Social S Plannin BLISS.c
F Mar 11 Friday			
Week 11			
M Mar 14 Monday	Midterm		Social Plan
W Mar 16 Wednesday			
F Mar 18 Friday	No Classes		
Week 12			
M Mar 21 Monday	Tier 2 Strategies: Check-in-Check out Nearpod join code: RIUAL	09362835.2012.694613_needAccess=true.pdf Download 1098300715595957.pdf Download	Quiz 17
W Mar 23 Wednesday	Responding to problem behavior: Bullying within a schoolwide positive behavior support system	bullyprevention_ES1.pdf Download fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0- Ud727ba7691a.pdf Download Nearpod link and join code: https://share.nearpod.com/vsph/7LM0VmhjMu HIEBL	Quiz 18
F Mar 25 Friday			
Week 13			

M Mar 28 Monday	<p>Introduction to Tier 3 Support</p> <p>Tier 3 Support: Escape maintained problem behavior</p> <p>Zoom link: https://byu.zoom.us/j/597417440</p>	i1998-1929-3-1-22.pdf Download	Quiz 19 Nearpod CRUXC
W Mar 30 Wednesday	<p>Tier 3 Support: Attention/access maintained problem behavior</p> <p>Nearpod Code: HDWGV</p>	Grow, Carr, & LeBlanc, 2009 (1).pdf Download	Quiz 20 Nearpod Code: F
F Apr 01 Friday			
Week 14			
M Apr 04 Monday	<p>Least Restrictive Behavior Interventions Manual (LRBI)</p> <p>Zoom link: https://byu.zoom.us/j/230957524</p>	LRBIManualWeb (2).pdf Download	
W Apr 06 Wednesday	<p>Tier 3 Support: Managing the cycle of acting out in classroom (aggression cycle)</p>	https://apbs.webex.com/apbs/lsr.php?RCID=8967440e473d4642bd88b10ad5a00b92	Self-As Observ
F Apr 08 Friday			
Week 15			
M Apr 11 Monday	<p>Ethics</p> <p>Zoom link https://byu.zoom.us/j/371098989</p>	<p>fileDownload.php_fileId=7f1549ce-6g9A-WSX5-j6ld-Ut4d8ed3a283.pdf Download</p> <p>Code%20of%20Ethics (1).pdf Download</p>	1 page Webina
T Apr 12 Tuesday			
W Apr 13 Wednesday	<p>Wrap-up and open Q&A</p> <p>Exam Prep Day</p> <p>Zoom link: https://byu.zoom.us/j/92779430112</p> <p>Final Exam: 341 MCKB 7:00pm - 10:00pm</p>		Extra C Continui positiv conseq FBA an Continui reducti conseq Behavi Project Classro Manage
Week 16			

