

## Instructor/TA Info

### Instructor Information

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### TA Information

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## Course Information

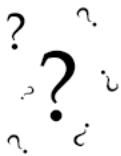
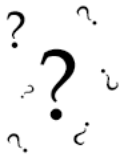
### Description

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 - A clear understanding of the building blocks of human behavior and Applied Behavior Analysis

### Materials

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

### Learning Outcomes

#### Components of schoolwide positive behavior support

1. Describe and define the components of school-wide positive behavior support, its relationship with risk and protective factors, and multicultural issues.

#### Positive learning environments

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

#### Address social behavior

3. Describe assessment and instruction to address the social needs of individuals and groups of students.

#### Least Restrictive Behavioral Interventions (LRBI)

4. Describe the various components and appropriate use of Utah's Least Restrictive Behavioral Interventions (LRBI).

#### Positive behavior support in classrooms

5. Demonstrate principles and practices of positive behavior support in the classroom, including LRBI and multi-level evidence-based practices.

### Grading Scale

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. Quizzes are a "must be present to win" situation. You must be physically in class to participate in the quiz, unless you have received permission prior to the beginning of class. Please do not share the Nearpod join code with anyone who is not physically in class. Doing so will result in getting a zero on the quiz for that day.

Late assignments are a struggle for me and a burden for the 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.

Please ask the hard questions when you have them.

We have limited time together and a lot to learn, so please be here when you are here (e.g., avoid working on other things while we are in class together).

### Attendance Policy

Your in-person attendance will be tracked via Nearpod.

There will be a "preparation/attendance" quiz question early in each class period. Arriving early will ensure that you are prepared to answer that question.

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 \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZwF1rVJEq\\_jvXDBgRjb4uf3heQPPpW\\_FGx5AB0Yqc\\_C49ibLx\\_H3RTCxWlzMWxNcoWYjxiWFLCd\\_Jddiag==\)](#)

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

Sep  
11

Due: Monday, Sep 11 at 11:59 pm

#### Quiz 2

Sep  
13

Due: Wednesday, Sep 13 at 11:59 pm

#### Quiz 3

Sep  
18

Due: Monday, Sep 18 at 11:59 pm

**Quiz 5****Sep**  
**25**

Due: Monday, Sep 25 at 11:59 pm

**Quiz 6****Sep**  
**27**

Due: Wednesday, Sep 27 at 11:59 pm

**Quiz 7****Oct**  
**02**

Due: Monday, Oct 02 at 11:59 pm

**Quiz 8****Oct**  
**04**

Due: Wednesday, Oct 04 at 11:59 pm

**Quiz 9****Oct**  
**09**

Due: Monday, Oct 09 at 11:59 pm

**Quiz 10****Oct**  
**11**

Due: Wednesday, Oct 11 at 11:59 pm

**Quiz 11****Oct**  
**16**

Due: Monday, Oct 16 at 11:59 pm

**Quiz 12****Oct**  
**18**

Due: Wednesday, Oct 18 at 11:59 pm

**Quiz 13****Oct**  
**23**

Due: Monday, Oct 23 at 11:59 pm

**Classwide Behavior Expectations****Oct**  
**25**

Due: Wednesday, Oct 25 at 11:59 pm

Classwide Expectations Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=f511b59b-ZNYz-wP9m-3XtK-de1e6b95353a&pubhash=aGmSEXhTMXw\\_Riz8arCQIM7jpy1lpVuKfget3M3EbxX75KxPGqUiiS931ka653CzPQo6pGnk8xlr9nokNeRw7w==\)](#)

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

Due: Wednesday, Oct 25 at 11:59 pm

**25**

Due: Wednesday, Oct 25 at 11:59 pm

Personal Behavior Change Project.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=d3c5674e-R2VE-GwHV-wwMP-dJ59951ff7ae&pubhash=5-rHgdedaHulT8UwLhAewm65Xp36BoXQHxi18RKdDvKC9JNLtHo1dDpUnxGYx-1n5V2DeiYix8\_-k4P0cl5h7g==)

**Quiz 14****Oct  
25**

Due: Wednesday, Oct 25 at 11:59 pm

**Quiz 15****Oct  
30**

Due: Monday, Oct 30 at 11:59 pm

**Quiz 16****Nov  
01**

Due: Wednesday, Nov 01 at 11:59 pm

**Quiz 17****Nov  
06**

Due: Monday, Nov 06 at 11:59 pm

**Midterm Exam****Nov  
08**

Due: Wednesday, Nov 08 at 11:59 pm

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

**Social Skills Lesson Plan****Nov  
08**

Due: Wednesday, Nov 08 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\_SJ0ICYZ79YxmCnGOPYaojpil6sxUQ==)

**Quiz 18****Nov  
08**

Due: Wednesday, Nov 08 at 11:59 pm

**Quiz 19****Nov  
13**

Due: Monday, Nov 13 at 11:59 pm

**Quiz 20****Nov  
15**

Due: Wednesday, Nov 15 at 11:59 pm

**Quiz 21****Nov**

**Nov**  
**20**

Due: Monday, Nov 20 at 11:59 pm

**Evidence Based Practice Identification****Nov**  
**20**

Due: Monday, Nov 20 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 22****Nov**  
**27**

Due: Monday, Nov 27 at 11:59 pm

**Quiz 23****Nov**  
**29**

Due: Wednesday, Nov 29 at 11:59 pm

**Praise and OTR Observation****Nov**  
**29**

Due: Wednesday, Nov 29 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 24****Dec**  
**04**

Due: Monday, Dec 04 at 11:59 pm

**Behavior Change Project****Dec**  
**06**

Due: Wednesday, Dec 06 at 11:59 pm

**FBA and BSP #2****Dec**  
**06**

Due: Wednesday, Dec 06 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 \(plugins/Upload/fileDownload.php?fileId=40dfad9c-FimR-mAC2-1uYc-HZ88bd89b762&pubhash=VPwT\\_L24tGLUO09MT9ttlNxinboTWZH9PK\\_lzHvo9fAiXKm5rCt2p8G6app0Dm8Hty7nYWwED7d2ojGvhYi9wQ==\)](#)

### Self-Assessment Observation

Dec

11

Due: Monday, Dec 11 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 \(plugins/Upload/fileDownload.php?fileId=79bd3f52-oqb6-nlq9-a2xb-6l988511767e&pubhash=PD5zlh0LzKXade6TjyUre7FhCSG76ckJ9i7al5DYZfAewVT9uyZwJ8zmqGNpb00GT-4eL1NzCRNyUWTrsQ9haQ==\)](#)

### Quiz 26

Dec

11

Due: Monday, Dec 11 at 11:59 pm

### Quiz 25

Dec

11

Due: Monday, Dec 11 at 11:59 pm

### Extra Credit

Dec

13

Due: Wednesday, Dec 13 at 11:59 pm

Extra Credit

### Exam

Dec

14

Due: Thursday, Dec 14 at 11:59 pm

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

### FBA and BSP #1

Dec

14

Due: Thursday, Dec 14 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.)

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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 \(plugins/Upload/fileDownload.php?fileId=40dfad9c-FimR-mAC2-1uYc-HZ88bd89b762&pubhash=VPwT\\_L24tGLUO09MT9ttlNxinboTWZH9PK\\_lzHvo9fAiXKm5rCt2p8G6app0Dm8Hty7nYWwED7d2ojGvhYi9wQ==\)](https://learningsuite.byu.edu/view/5VSWXQSFnpuG.html#instructorIn...)

## 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

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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://nrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Topic	Readings/Content	Assignments
Week 1			
T Sep 05 Tuesday	<b>Start of Classes</b>		
W Sep 06 Wednesday	Course introduction and discussion of a <i>Spiritually Strengthening</i> education.		
Week 2			
M Sep 11 Monday	Review ABA Principles	Study Behavior Modification text, previous lecture slides, other material to bone up on the foundations of ABA	<b>Quiz 1</b>
W Sep 13 Wednesday	Multi-Tiered Systems of Support and Data-based Decision Making	Using Data to Intensify Behavioral Interventions for Individual Students.pdf <a href="#">Download</a> School-Wide Positive Behavioral Interventions and Supports.pdf <a href="#">Download</a>	<b>Quiz 2</b>
Week 3			
M Sep 18 Monday	Design a Safe Environment	SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.pdf <a href="#">Download</a> Study p. 6-11  Snapshot 1 - Physical Environment 4-15-19 (1).pdf <a href="#">Download</a>  Organize the Physical Environment Video <a href="https://www.youtube.com/watch?v=LzNYWvTITwM&amp;list=PLLi08AejqezrnWxo2USazvTnf6PwhRoiW">https://www.youtube.com/watch?v=LzNYWvTITwM&amp;list=PLLi08AejqezrnWxo2USazvTnf6PwhRoiW</a>  Classroom set up examples <a href="https://www.livebinders.com/play/play?id=2115332#anchor">https://www.livebinders.com/play/play?id=2115332#anchor</a>	<b>Quiz 3</b>
W Sep 20 Wednesday			
Week 4			
M Sep 25 Monday	Establish Positive Connections	P. 12 of Supporting and Responding to Students' SEB Needs	<b>Quiz 5</b>
W Sep 27 Wednesday	FBA to BSP	Read <ul style="list-style-type: none"> <li>● <i>Functional Assessment and Program Development for Problem Behavior</i></li> <li>● p. 67-93</li> </ul>	<b>Quiz 6</b>
Week 5			
M Oct 02 Monday	Behavior Support Plan	<b>Complete IRIS Module:</b> <a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a> <b>Read:</b> FBA/BSP book p.95-104	<b>Quiz 7</b>

W Oct 04 Wednesday	Develop Predictable Routines Define and Teach Positive Expectations	<b>Study 1.3 &amp; 1.4 (p13-14)</b> SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.pdf <a href="#">Download</a>  <b>Complete:</b> Behavior Assessment: Conduct an ABC Analysis AND the Competing behavior model form for that case. IA_Conduct_an_ABC_Analysis.pdf <a href="#">Download</a>	<b>Quiz 8</b>
Week 6			
M Oct 09 Monday	Plan Relevant Instruction Engage Students in Relevant Learning	<b>Study 1.5 &amp; 2.1</b> SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.pdf <a href="#">Download</a>	<b>Quiz 9</b>
W Oct 11 Wednesday	2.2 Positive Relationships 2.3 Prompt and Supervise 2.4 Provide Feedback	<b>Study 2.2-2.4</b> SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS.pdf <a href="#">Download</a>	<b>Quiz 10</b>
Week 7			
M Oct 16 Monday	Self-management Asynchronous Nearpod Lesson: Christian out of town Nearpod Join Code: 5SZ6R	Behavior Modification Chapter 20 - Self-management	<b>Quiz 11</b>
W Oct 18 Wednesday	Token Economy Asynchronous Nearpod Lesson: Christian out of town Nearpod Join Code: 7GREK	Behavior Modification Chapter 22 - Token Economy	<b>Quiz 12</b>
Week 8			
M Oct 23 Monday	Praise and Error Correction	Teacher Praise .pdf <a href="#">Download</a>  2.4 of Supporting and Responding Document The "Magic" Positive-to-Negative Interaction Ratio- Benefits, Applications, Cautions, and Recommendations.pdf <a href="#">Download</a>	<b>Quiz 13</b>
W Oct 25 Wednesday	Group Contingency and Good Behavior Game	Designing and Implementing Group Contingencies in the Classroom TEC.pdf <a href="#">Download</a> Get them back on track .pdf <a href="#">Download</a>	<b>Quiz 14</b> <b>Classwide Behavior Expectations</b> <b>Personal Behavior Change Project</b>
Week 9			

M Oct 30 Monday	Behavioral Skills Training and Social Skills Training Nearpod Join code: IX67P	Getting More From Social Skills.pdf <a href="#">Download</a>  Review Chapter 12 of Behavior Modification	<b>Quiz 15</b>
W Nov 01 Wednesday	Midcourse Eval Review		<b>Quiz 16</b>
Week 10			
M Nov 06 Monday	Midterm		<b>Quiz 17</b>
T Nov 07 Tuesday			
W Nov 08 Wednesday	Daily Behavior Report Card and Check-in Check-out	Calvin Won't Sit Down! The Daily Behavior Report Card- A Practical Technique to Change Student Behavior and Increase School-Home Communication.pdf <a href="#">Download</a>  Implementing Check In-Check Out for Students with Intellectual Disability in Self-Contained Classrooms.pdf <a href="#">Download</a>  Implementing Check in-Check out for Students With Emotional and Behavioral Disorders in Residential and Juvenile Justice Settings.pdf <a href="#">Download</a>  Calvin Won't Sit Down! The Daily Behavior Report Card- A Practical Technique to Change Student Behavior and Increase School-Home Communication.pdf <a href="#">Download</a>  Implementing Check In-Check Out for Students with Intellectual Disability in Self-Contained Classrooms.pdf <a href="#">Download</a>  Implementing Check in-Check out for Students With Emotional and Behavioral Disorders in Residential and Juvenile Justice Settings.pdf <a href="#">Download</a>	Social Skills Lesson Planning Template BLISS.docx <a href="#">Download</a>  Social Skills Lesson Planning Template BLISS.docx <a href="#">Download</a>  <b>Social Skills Lesson Plan</b> <b>Quiz 18</b>
Week 11			

M Nov 13 Monday	<p>Responding to problem behavior: Bullying within a schoolwide positive behavior support system</p> <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>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> <p>bullyprevention_ES1.pdf <a href="#">Download</a></p> <p>fileDownload.php_fileId=6e111f05-MnWv-FHSx-F8B0-Ud727ba7691a.pdf <a href="#">Download</a></p>	<b>Quiz 19</b>
W Nov 15 Wednesday	<p>Tier 3 Support: Escape maintained problem behavior</p> <p>Tier 3 Support: Escape maintained problem behavior</p>	<p>i1998-1929-3-1-22.pdf <a href="#">Download</a></p> <p>i1998-1929-3-1-22.pdf <a href="#">Download</a></p>	<b>Quiz 20</b>
Week 12			
M Nov 20 Monday	<p>Tier 3 Support: Attention/access maintained problem behavior</p> <p>Tier 3 Support: Attention/access maintained problem behavior</p>	<p>Grow, Carr, &amp; LeBlanc, 2009 (1).pdf <a href="#">Download</a></p> <p>Grow, Carr, &amp; LeBlanc, 2009 (1).pdf <a href="#">Download</a></p>	<b>Evidence Based Practice Identification Quiz 21</b>
W Nov 22 Wednesday	<b>No Classes</b>		
Th Nov 23 Thursday	<b>Thanksgiving</b>		
Week 13			

M Nov 27 Monday	Ethics Ethics	Read these two articles:  Ethical Challenges in Special Education.pdf <a href="#">Download</a>  Seven Basic Steps to Solving Ethical Dilemmas in Special Education.pdf <a href="#">Download</a> Download these for your reference: CEC Code of Ethics (3).pdf <a href="#">Download</a> CEC Standards for Professional Practice (3).pdf <a href="#">Download</a> Ethics-Code-for-Behavior-Analysts-220316-2 (2).pdf <a href="#">Download</a>  Read these two articles:  Ethical Challenges in Special Education.pdf <a href="#">Download</a>  Seven Basic Steps to Solving Ethical Dilemmas in Special Education.pdf <a href="#">Download</a> Download these for your reference: CEC Code of Ethics (3).pdf <a href="#">Download</a> CEC Standards for Professional Practice (3).pdf <a href="#">Download</a> Ethics-Code-for-Behavior-Analysts-220316-2 (2).pdf <a href="#">Download</a>	<b>Quiz 22</b>
W Nov 29 Wednesday			<b>Praise and OTR Observation Quiz 23</b>
Week 14			
M Dec 04 Monday			<b>Quiz 24</b>
W Dec 06 Wednesday			<b>FBA and BSP #2 Behavior Chang Project</b>
Week 15			
M Dec 11 Monday	Supporting Teachers Supporting Teachers	Implementing Classwide PBIS Chapter 3 Implementing Classwide PBIS Chapter 3	<b>Self-Assessment Observation Quiz 25 Quiz 26</b>
W Dec 13 Wednesday	Wrap-up and open Q&A Wrap-up and open Q&A Exam Prep Day Exam Prep Day Final Exam: 341 MCKB 7:00pm - 10:00pm	Blair-Mahoney2022_Article_CreatingSingle-SubjectResearch (1).pdf <a href="#">Download</a>  Blair-Mahoney2022_Article_CreatingSingle-SubjectResearch (1).pdf <a href="#">Download</a>  Using Data to Intensify Behavioral Interventions Kern_Wehby_2014_Using Data to Intensify Behavioral Interventions for Individual Students.pdf <a href="#">Download</a>  Using Data to Intensify Behavioral Interventions Kern_Wehby_2014_Using Data to Intensify Behavioral Interventions for Individual Students.pdf <a href="#">Download</a>  Szabo2020_Article_EquityAndDiversityInBehaviorAn.pdf <a href="#">Download</a>  Szabo2020_Article_EquityAndDiversityInBehaviorAn.pdf <a href="#">Download</a>	<b>Extra Credit</b>
Th Dec 14 Thursday	<b>Last Day of Class</b>	Dundies link: <a href="https://forms.gle/vNRmHCHu214SiV1D0">https://forms.gle/vNRmHCHu214SiV1D0</a>	<b>FBA and BSP #2</b>

Dundies link: <https://forms.gle/yNBmHQHua14SiY1D9>Dundies link: <https://forms.gle/yNBmHQHua14SiY1D9>

F Dec 15 Friday	<b>Exam Preparation Day</b>		
Week 16			
M Dec 18 Monday	<b>Final Exam Day</b>		
T Dec 19 Tuesday	<b>Final Exam Day</b>		
W Dec 20 Wednesday	<b>Final Exam Day</b>		