

Instructor/TA Info

Instructor Information

Name: Christian Sabey

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Office Hours: Mon 3:15pm-4:15pm

Or By Appointment

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Office Hours link: Topic: 442 Office Hours Christian Sabey Time: This is a recurring meeting Meet anytime Join Zoom Meeting <https://byu.zoom.us/j/99300998799?pwd=K0tRN1pHeTJQK1FaSDZuMEZLUmEvQT09> Meeting ID: 993 0099 8799



Passcode: 584093

Course Information

Description

In this class you will learn to use the principles and foundational practices that you learned about last semester. You will also get additional practice in conducting functional behavior assessments and creating meaningful behavior support/intervention plans.

Materials

Item	Price (new)	Price (used)
 <u>Classwide Positive Behaviorism - Required</u> by Simonsen, B	36.00	27.00
 <u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R	150.00	112.50

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%

D+	67%
D	63%
D-	60%
E	0%

Classroom Procedures

We will typically meet together via Zoom during the normal class time. Please plan to be in class as though we were meeting together in the same classroom, including the following:

- Be in a place that is free from disruptions (e.g., pets, children, roommates, etc.)
- Do not participate from the doctors office, the DMV, or from another appointment.
- Make sure that you have adequate internet access
- Have your camera on for the duration of class
- Be present and participate
- Follow BYU dress and grooming standards
- Safety - Absolutely no participating in class while driving
- Log-on on time and stay for the duration of the class

Assignments

Assignment Descriptions

Quiz 1

Jan
13

Due: Wednesday, Jan 13 at 11:59 pm

IRIS EBP Module #3

Jan
20

Due: Wednesday, Jan 20 at 11:59 pm

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

IRIS EBP Module #2

Jan
20

Due: Wednesday, Jan 20 at 11:59 pm

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

IRIS EBP Module #1

Jan
20

Due: Wednesday, Jan 20 at 11:59 pm

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

Quiz 3

Jan
25

Due: Monday, Jan 25 at 11:59 pm

Jan
27

Due: Wednesday, Jan 27 at 11:59 pm

Quiz 5

Feb
01

Due: Monday, Feb 01 at 11:59 pm

Quiz 6

Feb
03

Due: Wednesday, Feb 03 at 11:59 pm

Quiz 7

Feb
08

Due: Monday, Feb 08 at 11:59 pm

Classwide Behavior Expectations

Feb
10

Due: Wednesday, Feb 10 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
10

Due: Wednesday, Feb 10 at 11:59 pm

Quiz 9

Feb
16

Due: Tuesday, Feb 16 at 11:59 pm

Quiz 10

Feb
17

Due: Wednesday, Feb 17 at 11:59 pm

Quiz 11

Feb
22

Due: Monday, Feb 22 at 11:59 pm

Quiz 12

Feb

Quiz 13

Mar
01

Due: Monday, Mar 01 at 11:59 pm

Quiz 14

Mar
03

Due: Wednesday, Mar 03 at 11:59 pm

Praise and OTR Observation

Mar
03

Due: Wednesday, Mar 03 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. Submit the count in a word document or just type it in directly in LS.

Quiz 15

Mar
08

Due: Monday, Mar 08 at 11:59 pm

Behavior Change Project

Mar
08

Due: Monday, Mar 08 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==\)](#)

Graphing video link <https://www.youtube.com/watch?v=Fdg-Usj2K-g&feature=youtu.be>

FBA and BSP #1

Mar
08

Due: Monday, Mar 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

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 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.
6. 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.

Quiz 16

Mar
10

Due: Wednesday, Mar 10 at 11:59 pm

Social Skills Lesson Plan

Mar
17

Due: Wednesday, Mar 17 at 11:59 pm

Create two social skills lesson plans using the attached template. Social Skills Lesson Planning Template BLISS.docx [Download \(plugins/Upload/fileDownload.php?fileId=bc473ae5-Bux7-8m8V-AYRr-BW0f5a03d83d&pubhash=-YwjEv8QOd7B8zJSum8MYxzZABPP4ZoMzzRV9mKX1qUb0tYdMk4C0PqR_SJ0ICYZ79YxmCnGOpyaojpiI6sxUQ==\)](#)

Quiz 17 (List of strategies from Terry Scott Webinar)

Mar
24

Due: Wednesday, Mar 24 at 11:59 pm

Upload a document listing the appropriate strategies at each phase of the acting out cycle. Due Monday at 11:59 PM.

Quiz 18

Mar
29

Due: Monday, Mar 29 at 11:59 pm

Midterm Exam

Mar
30

Due: Tuesday, Mar 30 at 11:59 pm

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

Quiz 19

Mar
31

Due: Wednesday, Mar 31 at 11:59 pm

Quiz 20

Apr

Don't submit anything for this quiz. Sorry for any confusion.

Evidence Based Practice Identification

Apr
07

Due: Wednesday, Apr 07 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

Self-Assessment Observation

Apr
12

Due: Monday, Apr 12 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=3eFfgkXe0KrC72mnOE0Yz1hs792UP3wBh1IYZc0BMRrk9eq1Q0uSIP45nyuz0szSziq9Paky7H55NYaX6E8R](#)

Behavior Change Project II

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

For BCP II you will not include any functional information instead you will include only the following:

1. Operational definition of the problem behavior.
2. A description of the intervention you used to address the problem behavior
3. A description of how well the intervention worked or didn't work.
4. A explanation of why the intervention did or didn't work
5. A graph including the following:
 - X and Y axis both labeled
 - Baseline data points
 - A phase change line
 - Treatment data points
 - A goal line
 - A trend line
 - An aim line
 - Phase labels

If you have questions, re-watch the video on creating a graph. The graph needs to be in Excel using the format prescribed in the video.

This project need to address someone else's behavior. You cannot do this project on your behavior.

If you are unsure about anything, please get in touch with me.

Additionally, you are responsible for what you upload. If it is difficult for me to read, you will not get credit.

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

Create a continuum of graduated (increasing) positive consequences to reinforce when students meet the behavioral expectations. To state it more colloquially, describe what will happen when students engage in appropriate behavior. Use a format that will allow you to display this continuum in your class (e.g., a poster format that or a set of PPT slides). This should be something you can use during your student teaching experience.

Classroom Management Plan

Apr
14

Due: Wednesday, Apr 14 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 when you start student teaching.

Continuum of reductive consequences

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

Create a continuum of graduated (increasing) reductive consequences to discourage behavior that does not meet expectations. To state it more colloquially, describe what will happen when students engage in inappropriate behavior. Use a format that will allow you to display this continuum in your class (e.g., a poster format that or a set of PPT slides). This should be something you can use during your student teaching experience.

Extra Credit

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

Extra Credit

FBA and BSP #2

Apr
14

Due: Wednesday, Apr 14 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.)

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 PBS Missouri document). 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. Complete all portions of the PBS Missouri template.

7. 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.

I would recommend converting the final file to a PDF.

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

Complete Student Ratings

Apr
15

Due: Thursday, Apr 15 at 11:59 pm

Complete the student ratings for extra credit. These ratings are used to help me improve my teaching and used by the university to determine my continuing faculty status.

Exam

Apr
21

Due: Wednesday, Apr 21 at 11:59 pm

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

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

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-opportunity>) for help.

Schedule

Date	Topic	Reading
Week 1		
M Jan 11 Monday	Course introduction What students want from school.	
W Jan 13 Wednesday	Evidence Based Practice Nearpod lesson code: SQN8M	Evidence-based Practice: A Framework for Making Effective /Trina_Spencer/publication/236706595_Evidence-based_Practic /56fa9ae208ae3c0f264bffb5/Evidence-based-Practice-A-Framev
Week 2		
M Jan 18 Monday	Martin Luther King Jr Day	
W Jan 20 Wednesday	Evidence Based Practice 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/
Week 3		

M Jan 25 Monday	FBA Review and Behavior Support Plans Nearpod Lesson Code: 7WXYF	Functional Assessment and Program Development for Problem I Supporting and Responding to Behavior: https://www.pbis.org/resource/supporting-and-responding-to-beh
W Jan 27 Wednesday	Prevention (Tier 1, Primarily antecedent-based procedures) Foundations of Positive Behavior Support Nearpod Lesson Code: UG74E	Simonsen Chapter 1&2 (p.1-50)
Week 4		
M Feb 01 Monday	Tier 1 Schoolwide PBIS Nearpod Lesson Code: I57GB	Simonsen Chapter 3
W Feb 03 Wednesday	Intro to Classwide PBIS Nearpod Lesson Code: AFMVX	Simonsen Chapter 4
Week 5		
M Feb 08 Monday	Structure, Active engagement, and Positively stated expectations Nearpod Lesson Code: DZSHT	Simonsen Chapters 5 - 6
W Feb 10 Wednesday	Continuum of Strategies to Reinforce Appropriate Behavior and Respond to Inappropriate Behavior Nearpod Lesson Code: F8ZAL	Simonsen Chapters 7 - 8
F Feb 12 Friday		
Week 6		
M Feb 15 Monday	Presidents Day	

T Feb 16 Tuesday	<p>Monday Instruction</p> <p>Tier 1 Strategies: Praise and Pre-correction</p> <p>Nearpod Lesson Code: NET3P</p>	Praise and Pre-correction: https://www.ci3t.org/pl
W Feb 17 Wednesday	<p>Tier 1 Strategies: Token economy and Choice</p> <p>Nearpod lesson code: 3YHBA</p>	<p>Chapter 22 of Behavior Modification</p> <p>Making Choices— Improving Behavior— Engaging in Learning (https://www.ci3t.org/pl/004005990203400303)</p> <p>Instructional Choice: https://www.ci3t.org/pl</p>
Week 7		
M Feb 22 Monday	<p>Tier 1 Strategies: Group Contingencies and Good Behavior Game</p> <p>Alternate Nearpod Code: 4WVPF</p> <p>Nearpod Lesson Code: FZ5AC</p>	<p>Designing and Implementing Group Contingencies in the Classroom (2015). Designing and implementing group contingencies in the classroom. https://www.ci3t.org/pl/10.1177/0040059915618197. http://web.a.ebscohost.com/ehost/2f52d0042eb5%40sessionmgr4008)</p> <p>A Brief Review of Classroom Group-Oriented Contingencies (https://www.ci3t.org/pl/pdf/jaba00057-0109.pdf)</p> <p>USE AND ANALYSIS OF THE "GOOD BEHAVIOR GAME" TO REDUCE PROBLEM BEHAVIOR (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1310441/)</p>
W Feb 24 Wednesday	<p>Responding to Non-responders (Tier 2, Intensification and Consequence-based Strategies)</p> <p>Tier 2 in your classroom</p> <p>Nearpod Lesson Code: MCL3D</p>	<p>Simonsen Chapter 9</p> <p>Secondary-Tier Interventions and Supports (https://link.springer.com/10.1007/978-1-4939-9826-7_9)</p>
F Feb 26 Friday		
Week 8		

M Mar 01 Monday	Tier 2 Strategies: Check-in-Check out Nearpod Code: 8BPER	Lessons Learned From Implementing a Check-in/Check-out M., & Briere III, D. E. (2010). Lessons Learned from Implementing Middle School. <i>Beyond Behavior</i> , 19(2), 21-27. http://web.b.ebs.edu/behavior_management_check_in_check_out The Behavior Education Program (BEP)/ Check In- Check Out How To: Manage Problem Behaviors: Check-In/Check-Out (http://web.b.ebs.edu/behavior_management_check_in_check_out)
W Mar 03 Wednesday	Tier 2 Strategies: High probability sequence Tier 2 Strategies: Self-Management Nearpod Lesson Code: H7EJK	Riding the Wave Creating a Momentum of School Success (http://web.b.ebs.edu/behavior_management_check_in_check_out) Chapter 20 of Behavior Modification
F Mar 05 Friday		
Week 9		
M Mar 08 Monday	Tier 2 Strategies: Social skills instruction and Bullying Nearpod Lesson Code: 9K2DH Midcourse Evaluation Opens	Getting More From Social Skills https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1564 Social Skills Intervention Guide https://www.tandfonline.com/doi/pdf/10.1300/J008v08n01_07 Students Perspectives on Bullying Students' Perspectives on Bullying.pdf Download
W Mar 10 Wednesday	Responding to Chronic Problem Behavior (Tier 3, Manage not cure) Tier 3 and wrap up Nearpod Lesson Code: 6HYMS	Simonsen Chapter 10-11
F Mar 12 Friday	Midcourse Evaluation Closes	
Week 10		
M Mar 15 Monday	Midcourse Eval Review	
W Mar 17 Wednesday	Midterm	
F Mar 19 Friday	Spring Holiday	
Week 11		

M Mar 22 Monday	<p>Tier 3 Support: Escape maintained problem behavior</p> <p>Tier 3 Support: Attention/access maintained problem behavior</p> <p>Nearpod Lesson Code: CR9YI</p>	<p>Function-Based Treatments for Escape-Maintained Problem Behavior Analysts (https://link.springer.com/article/10.1007/BF)</p> <p>Treatments for Attention Maintained Problem Behavior: Empirical Support for Attention Maintained Problem Behavior- Empirical Support an</p>
T Mar 23 Tuesday		
W Mar 24 Wednesday	<p>Tier 3 Support: Managing the cycle of acting out in classroom (aggression cycle)</p>	<p>https://www.apbs.org/play-video?v=350187452</p> <p>To access the webinar, go to apbs.org -> Click on Login on the top menu bar -> Click on the password -> Login -> Go to Webinars in the top menu bar -> Click on the Webinars section -> Scroll down to Terrance Scott, March 7, 2019</p> <p>If you have trouble, let me know.</p>
F Mar 26 Friday		
Week 12		
M Mar 29 Monday	<p>Nearpod Code: YLIF7</p> <p>Level Systems</p>	<p>Cancio, E. J., & Johnson, J. W. (2007). Level systems revisited: Level systems for behavioral disorders. <i>International Journal of Behavioral Consultation and Analysis</i>, 12(2), 473-482.</p> <p>https://psycnet.apa.org/fulltext/2008-06146-004.pdf</p>
T Mar 30 Tuesday		
W Mar 31 Wednesday	<p>Ethics</p> <p>Nearpod Lesson Code: G27SB</p>	<p>READ THIS ARTICLE</p> <p>Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance? A functional analysis of compliance. <i>Journal of Applied Behavior Analysis</i>, 52(2), 243-258.</p> <p>fileDownload.php_fileId=7f1549ce-6g9A-WSX5-j6ld-Ut4d8ed3a2</p> <p>Code%20of%20Ethics (1).pdf Download</p>
F Apr 02 Friday		
Week 13		
M Apr 05 Monday	<p>Functional Behavior Assessment and Behavior Support Plan</p> <p>Nearpod Lesson Code: EDCLX</p>	

W Apr 07 Wednesday	<p>Nearpod Lesson Code: I68EM</p> <p>Data-based decision making/data-based individualization and graphing</p>	<p>Read these articles. If you have trouble accessing them, let</p> <p>Wehby, J. H., & Kern, L. (2014). Intensive behavior intervention: implement now?. <i>Teaching Exceptional Children</i>, 46(4), 38-44.</p> <p>Kern, L., & Wehby, J. H. (2014). Using data to intensify behavior. <i>Children</i>, 46(4), 45-53.</p> <p>Cumming, T. M., & O'Neill, S. C. (2019). Using data-based indivi. <i>School and Clinic</i>, 54(5), 280-285.</p>
F Apr 09 Friday		
Week 14		
M Apr 12 Monday	<p>Wrap-up and final exam review.</p>	<p>Here is the link to the review session: If you have questions, let r</p> <p>Copy the link below to share this recording with viewers: https://byu.zoom.us/rec/share/WoyaMgpPf1JCGfkF3EyQy4vhj2OZnt0qgYJX6phTjuBgKSq7e?!Kk@</p>
W Apr 14 Wednesday	<p>Wrap-up and open Q&A</p> <p>Exam Prep Day</p> <p>Final Exam: 341 MCKB 7:00pm - 10:00pm</p>	
Th Apr 15 Thursday	<p>Winter Exam Preparation (04/15/2021 - 04/15/2021)</p>	
F Apr 16 Friday	<p>First Day of Winter Final Exams (04/16/2021 - 04/21/2021)</p>	
Sa Apr 17 Saturday		
Week 15		
W Apr 21 Wednesday		