

Instructor/TA Info

Instructor Information

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Course Information

Description

CPSE 443 - Social and Behavioral Strategies for Students with Severe Disabilities
355 MCKB on TTH from 8:00AM - 9:15PM

Principles, procedures, and strategies for classroom behavior management, programming instruction, verbal and non-verbal assessment of social behavior, social skills development, and learning environment enhancement for students with severe disabilities. This is a required course for special education (severe) majors.

Materials

Item	Price (new)	Price (used)
 <u>Behavior Modification Principles and Procedures 6e - Required</u> by Miltenberger, R	180.00	135.00

Prerequisites

Prerequisites that must be completed prior to enrollment in CPSE 443 include:

1. Acceptance into the BYU Special Education Program
2. Receive a passing grade in CPSE 410

Learning Outcomes

Principles of 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.

Effective classroom management

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

Addressing social needs

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	95%
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 assignments are due at the beginning of class unless otherwise stated in Learning Suite. Assignments that are submitted less than a week late will be worth up to 50% of the points earned. Assignments submitted more than a week late will not be accepted, unless specifically exempted by University policy. For assignments turned in, in the case that you don't receive a grade you are happy with you will be allowed to revise and resubmit the assignment one time (this "revise and resubmit" policy is not applicable to exams). Revised and resubmitted assignments will be due within three days from when the assignment was graded.

Participation Policy

Participation counts for approximately 10% of your grade in this course.

Examples of active participation:

- showing up on time for class
- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. The bulk of the participation points are awarded for participation at the end of the semester, but you will receive formative feedback on your participation on your quizzes. Each quiz invites you to share a description of your contributions to class during the previous session.

Assignments

Assignment Descriptions

Placement Test

Jan
03

Due: Monday, Jan 03 at 11:59 pm

Please complete this ungraded test before you leave class today. This "quiz" is not graded and will be used to determine adjustments to make to the syllabus this week.

Article Summary for Spencer, Detrich, & Slocum

Jan
05

Due: Wednesday, Jan 05 at 2:00 pm

Please read the assigned article and submit on LS a 1-page, single-spaced, written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 7th Edition reference for the article 1pt

3. Describe in detail the intervention (or key points of the article) under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. (If applicable) Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this article/study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Study Guide Ch. 16

Jan
24

Due: Monday, Jan 24 at 2:00 pm

Article Summary for Gresham & Gresham

Jan
29

Due: Saturday, Jan 29 at 11:59 pm

Please read the assigned article and fill out and submit the below Article Summary Sheet LS:

Article Summary Sheet - CPSE 443.docx [Download \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJcIkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==\)](#)

1. Your name and the date
2. APA 7th Edition reference for the article 1pt
3. List Four Major Ideas, Concepts, Key Points From the Article or Resource: 3pts
4. Summarize the Main Point, Concept, or Idea from the Article or Resource (1-2 paragraphs) 3pts
5. How Does This Article of Resource Apply to Your Future Role as a Teacher? 2pt
6. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Prayer/Thought Sign-up

Feb
05

Due: Saturday, Feb 05 at 11:59 pm

For anyone who signs up for a prayer or thought from now until the end of class will receive two extra credit points. Please just sign up on the [Winter 2022 Prayer and Thought Google Spreadsheet \(https://docs.google.com/spreadsheets/d/1_MvH6nD-mOleHuY5G1yLJ4xxROvU_QPDxhFaaLWKuek/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1_MvH6nD-mOleHuY5G1yLJ4xxROvU_QPDxhFaaLWKuek/edit?usp=sharing) and then submit here that you did so.

AFIRM DTT Module

Feb
07

Due: Monday, Feb 07 at 8:00 am

Complete the AFIRM Module on DTT

Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/discrete-trial-training> (<http://afirm.fpg.unc.edu/discrete-trial-training>)

Upload your certificate to LS

DTT Program

Feb
09

Due: Wednesday, Feb 09 at 11:59 pm

Write a program description for a discrete trial activity using the following template

Model DTT - Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=d4ca1d06-5bfY-a9WG-6o6L-L07bc138d9e0&](#)

THERE IS NO VIDEO REQUIRED FOR THE DTT LESSON PLAN.

Article Summary for Kuhn et al.

Feb
16

Due: Wednesday, Feb 16 at 8:00 am

Please read the assigned article and fill out and submit the below Article Summary Sheet LS:

Article Summary Sheet - CPSE 443.docx [Download \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJcIkBQUmLSQEOQEwVqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==\)](#)

1. Your name and the date
2. APA 7th Edition reference for the article 1pt
3. List Four Major Ideas, Concepts, Key Points From the Article or Resource: 3pts
4. Summarize the Main Point, Concept, or Idea from the Article or Resource (1-2 paragraphs) 3pts
5. How Does This Article of Resource Apply to Your Future Role as a Teacher? 2pt
6. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Parent Interview

Feb
16

Due: Wednesday, Feb 16 at 11:59 pm

Do the following to complete this assignment:

- Download the document – Getting Started with the Verbal Behavior Approach
- VerbalBehaviorApproach.pdf [Download \(plugins/Upload/fileDownload.php?fileId=27a51ff0-YsgQ-6rAP-3SbE-5jd9662727d6&pubhash=inYqB_WVyO3lhnyBN0el2a-gYtMjn3nESY-7ZWp_S6KQe-d4AmzexvmjGPOVw_6d7Ht173XQpO_HLHtp8aw4ag==\)](#)
- Conduct an interview with a parent with a child with a severe disability using the Verbal Behavior Assessment Form on p. 111
- Writeup a short 1-2 pg. summary of your findings that includes:
 - The strengths of the child (Please use psudonyms)
 - 1-2 key deficits in their VB
 - 1-2 recommendations for services
- Upload Both the Assessment Form and your summary to Learning Suite

Article Summary for Schreibman et al.,

Feb
22

Due: Tuesday, Feb 22 at 2:00 pm

Please read the assigned article and fill out and submit the below Article Summary Sheet LS:

Article Summary Sheet - CPSE 443.docx [Download \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJcIkBQUmLSQEOQEwVqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==\)](#)

1. Your name and the date
2. APA 7th Edition reference for the article 1pt
3. List Four Major Ideas, Concepts, Key Points From the Article or Resource: 3pts
4. Summarize the Main Point, Concept, or Idea from the Article or Resource (1-2 paragraphs) 3pts
5. How Does This Article of Resource Apply to Your Future Role as a Teacher? 2pt
6. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

443 Midterm

Feb
23

Due: Wednesday, Feb 23 at 11:59 pm

The midterm consists of a mix of T/F, multiple choice, and short answer questions. Please plan on around 2 hours to complete the exam. You will not be able to close and save the exam. It must be completed in a single sitting.

Behavior Change Project

Feb
26

Due: Saturday, Feb 26 at 11:59 pm

Behavior Change Project Assignment Description CPSE 443

The purpose of this assignment is to provide you an opportunity to practice the skills associated with changing behavior, including collecting and graphing data and making decision based on the data you collect.

For this assignment choose a low-intensity (Tier1) behavior to change.

To complete this assignment, do each of the following:

1. Select a problem behavior you can directly observe in a situation that you can control. This could include a student's problem behavior at school, a roommate's problem behavior at home, or your own behavior.
2. Conduct a brief functional behavior assessment that includes an indirect assessment (i.e., interview with a relevant stakeholder) and a descriptive assessment (i.e., direct observation in the target environment). If you are changing your own you need to interview someone else rather than relying on introspection.
3. Design a BIP based on your brief-FBA that includes low-intensity (Tier I or II) antecedent (i.e., alter the environment or reteach expectations) and consequence manipulations (i.e., increase praise rate). Your choice of interventions should be supported by contextual factors (e.g., teacher skills and preferences), client values, and the best-available evidence.
4. Propose strategies for implementing the plan, ensuring staff and student safety, and monitoring outcomes (e.g., implementation fidelity and student performance).
5. Implement your plan with fidelity and gather progress monitoring data. Graph your results.
6. Analyze your results including what went well, what didn't go well, and what you plan to do moving forward.

Be sure to submit on Learning Suite your:

- Low-intensity BIP
- Graph(s)
- Analysis of the results

Study Guide Ch. 20

Feb
28

Due: Monday, Feb 28 at 2:00 pm

Study Guide 9 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=a97fdb01-jzwf-83Jl-wcbK-5E5a7f4a704f&pubhash=5UWp5H8g2r7Ukptn6JLVdxjXzgBWimqDaUBgaPLElr6F-3j124v2TZUzi7l-9LeTctLFafzzShZ04TswJMAXbg==\)](#)
Rubric 443 Study Guide Ch20.docx [Download \(plugins/Upload/fileDownload.php?fileId=23b842e6-OKA0-dbVM-7wZK-rC32efcd5a2a&pubhash=AwehNso8TgtDreNIBCv3IVYoTo3h3_GNhd396rNeW5oc53MVEfrahtczV9i-BVxPvPPqkMcaI_66ZCelDvSdw==\)](#)

Midcourse Evaluation

Mar
01

Due: Tuesday, Mar 01 at 11:59 pm

Please take 5 minutes to complete the midcourse evaluation.

Lesson Plan on Social Skills

Mar
02

Due: Wednesday, Mar 02 at 2:00 pm

Complete the social skills lesson plan

Write up a 1-2 page description of how you would use this lesson as part of a larger curriculum to teach social competence. How will you teach these skills to fluency? How will you program for generalization?

Social Skills Lesson Plan Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=4516ca13-qV7x-GkEX-Hg87-uX3180ad5dbe&pubhash=6YbSo7LiTW1hD-Bg5_3u1Bys8-u_5NJVScTuvD3S6mwDs2oQMp-](#)

s3mVFYcGFiuRUtq_CznPRRsAMvZA1J51sw==)

EXAMPLE initiation Social Skills Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=e3234cab-5m2v-3lkt-](#)

[PFVf-LA7e6f04fddb&pubhash=_11YihM21EWKXF2j4Xm_lhzHirIpx9AcpNpDd0l0uuyO3OVICOmLyKqbvX-nORhaIJOYMnk70W8nY6aXGhN-Sg==\)](#)

Upload your lesson plan and your 1-2 page description to Learning Suite.

Study Guide Ch. 15

Mar
02

Due: Wednesday, Mar 02 at 2:00 pm

Observation 1 (Elementary)

Mar
02

Due: Wednesday, Mar 02 at 2:00 pm

Download the below document for this assignment.

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=de8a3208-4UcZ-LH6m-lqkd-lwe06d8b8861&pubhash=2dlBvjIE5lZClm7KcofcTgTrm-X8imxVexgh4F6UKxVI4rAxg5cjQo2OOfvVzVAu6kuYcn9Xf64QnUSnakuwXg==\)](#)

You will complete a total of two, one hour classroom observations. Conduct this observation at your current practicum placement. The observations are conducted in two parts. See instructions below.

- You will observe 5 different students for five minutes each.
- Do not write the name of the students or the teachers.
- Indicate what gender the students were by circling the appropriate gender (M/F).
- The rest of the time, you are to observe the classroom routines, procedures, expectations, and strategies as described in Part 2.

Part 1 Instructions – Direct Observation

You will code three behaviors by tallying the frequency of their occurrence. The behaviors that you count as frequencies are:

- Praise
 - Verbal statements by the teacher that indicate approval for the student's behavior or academic response
- Correction
 - Verbal statements by the teacher that indicate disapproval for the student's behavior or academic response
- Opportunity to respond
 - A question or statement by the teacher that seeks a response from the student

For the On-Task and Disruptive columns, you will give each student an overall rating of 1-10 (or an estimated percentage; e.g., 80%) for the 5 minute interval. "On-Task" and "Disruptive" are defined as follows:

- On-Task
 - Actively or passively participating in the classroom activity
- Disruptive
 - Student behavior that interrupts classroom activity

Part 2 Instructions

Please take notes on each question in part two while you are observing.

Article Summary for Mortweet et al.

Mar
07

Due: Monday, Mar 07 at 2:00 pm

Please read the assigned article and fill out and submit the below Article Summary Sheet L.S.

Please read the assigned article and fill out and submit the below Article Summary Sheet LS:

Article Summary Sheet - CPSE 443.docx [Download \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEwVqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==\)](#)

1. Your name and the date
2. APA 7th Edition reference for the article 1pt
3. List Four Major Ideas, Concepts, Key Points From the Article or Resource: 3pts
4. Summarize the Main Point, Concept, or Idea from the Article or Resource (1-2 paragraphs) 3pts
5. How Does This Article of Resource Apply to Your Future Role as a Teacher? 2pt
6. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Article Summary for Carr & Durand, 1985

Mar
09

Due: Wednesday, Mar 09 at 2:00 pm

Please read the assigned article and submit on LS a written document with:

1. Your name, course catalog number (CPSE 443), and the date
2. APA 7th Edition reference for the article 1pt
3. Describe in detail the intervention under investigation in the article (no less than one paragraph) 2pts
4. Describe the skills/attributes/outcomes that were measured by the researchers 2pts
5. Identify the research design employed by the authors and briefly describe each condition 2pt
6. How does this study apply to your future role as a teacher? 2 pts
7. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Observation 2 (Secondary or Transition)

Mar
09

Due: Wednesday, Mar 09 at 2:00 pm

Download the below document for this assignment.

Structured Classroom Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=de8a3208-4UcZ-LH6m-lqkd-lwe06d8b8861&pubhash=2dlBvjIE5lZClm7KcofcTgTrm-X8imxVexgh4F6UKxVI4rAxg5cjQo2OOfvzVAu6kuYcn9Xf64QnUSnakuwXg==\)](#)

You will complete a total of two, one hour classroom observations. Conduct this observation at your current practicum placement. The observations are conducted in two parts. See instructions below.

- You will observe 5 different students for five minutes each.
- Do not write the name of the students or the teachers.
- Indicate what gender the students were by circling the appropriate gender (M/F).
- The rest of the time, you are to observe the classroom routines, procedures, expectations, and strategies as described in Part 2.

Part 1 Instructions – Direct Observation

You will code three behaviors by tallying the frequency of their occurrence. The behaviors that you count as frequencies are:

- Praise
 - Verbal statements by the teacher that indicate approval for the student's behavior or academic response
- Correction
 - Verbal statements by the teacher that indicate disapproval for the student's behavior or academic response
- Opportunity to respond

- A question or statement by the teacher that seeks a response from the student

For the On-Task and Disruptive columns, you will give each student an overall rating of 1-10 (or an estimated percentage; e.g., 80%) for the 5 minute interval. "On-Task" and "Disruptive" are defined as follows:

- On-Task
 - Actively or passively participating in the classroom activity
- Disruptive
 - Student behavior that interrupts classroom activity

Part 2 Instructions

Please take notes on each question in part two while you are observing.

Participation Nearpod for Self-Management

Mar
12

Due: Saturday, Mar 12 at 11:59 pm

Completing Nearpod on Self Management for Monday March 8th

Mar
12

Due: Saturday, Mar 12 at 11:59 pm

5 Extra credit points for completing the Nearpod for Monday March 8th.

Study Guide Ch. 23

Mar
14

Due: Monday, Mar 14 at 2:00 pm

Study Guide Ch. 24

Mar
16

Due: Wednesday, Mar 16 at 2:00 pm

Study Guide Ch. 17

Mar
21

Due: Monday, Mar 21 at 2:00 pm

You are a teacher at a new school in Nowheresville, Utah. Your principal says that there are a number of incoming students with significant social behavior problems. In response, the school board has decided to build a time out room in the gym area where students can see who is being disciplined. The school board felt that a time out room should be for shaming students who have done wrong and that students should be able to see who is in the timeout room. Your principal doesn't like this plan, but needs your help to craft a thoughtful, persuasive response to the board.

Please write a response email to your principal that he can read to the school board. In your response, please identify two potential problems with the proposed time-out room based on Chapter 17 and provide an alternative intervention that is empirically-supported. Make it clear how this alternative intervention overcomes the problems you identified in your critical analysis of the board's approach. Given that the school board does not have your training in Applied Behavior Analysis your email will need to be conceptually consistent without using the terms reinforcement, reinforcer, or reinforce. Please avoid all other technical terms that might be unfamiliar to your audience.

Participation Nearpod for Punishments & Aversives

Mar
26

Due: Saturday, Mar 26 at 11:59 pm

Article Summary for Ross & Horner 2009

Mar

30

Please read the assigned article and submit the below Article Summary Sheet LS:

Article Summary Sheet - CPSE 443.docx [Download \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==\)](https://www.coursehero.com/file/1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNVg==)

1. Your name and the date
2. APA 7th Edition reference for the article 1pt
3. List Four Major Ideas, Concepts, Key Points From the Article or Resource: 3pts
4. Summarize the Main Point, Concept, or Idea from the Article or Resource (1-2 paragraphs) 3pts
5. How Does This Article of Resource Apply to Your Future Role as a Teacher? 2pt
6. Article summaries should be well-written and contain no spelling, grammar, or other mistakes. 1 pt

Staff Training Presentation

Apr
06

Due: Wednesday, Apr 06 at 2:00 pm

Instructions for Staff Training Presentation

Use this Google document for signing up for a partner and topic.

<https://docs.google.com/document/d/1qUSS1vQhvZTxvRa3MxXzecK9cRI4gFuoJFb561ZkttY/edit?usp=sharing>
(<https://docs.google.com/document/d/1qUSS1vQhvZTxvRa3MxXzecK9cRI4gFuoJFb561ZkttY/edit?usp=sharing>)

1. Pick a partner from class with whom you will develop and co-present your training.
2. Select one of the behavior management strategies from the Least Restrictive Behavior Interventions manual.
3. Develop a 15 min presentation for your classmates (assume they are colleagues in your school who need to use this strategy with your student(s) using Behavioral Skills Training (see Miltenberger Chapter 12, pp. 225-230). Behavioral Skills Training includes:
 - Instructions - Describe the target behavior (if appropriate, include a task analysis) and explain the rationale for the use of this strategy (i.e., why it is important).
 - Modeling - Demonstrate the strategy using examples and non-examples (if appropriate provide a fidelity checklist)
 - Rehearsal - Program opportunities to practice the strategy
 - Feedback - Provide specific feedback immediately after the rehearsal and present a method to monitor treatment integrity (including opportunities for self-evaluation)

Grading rubric

Each component of the presentation is worth 2 points. If you are presenting with more than one person, each person will receive an independent score on the assignment. Therefore, each person must participate in each component of the presentation to receive full points.

Component	0	1	2
Instructions	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Information about the utility of the practice is shared, but it lacks supporting evidence. The task analysis/procedures are not clear.	<i>Fully developed.</i> A strong case is made for using the procedure based on data, case studies, and/or logic. The benefits of the procedure for school stakeholders are presented, ethical issues considered, and the limits of the use of the procedure defined. The task analysis is specific.
Modeling	<i>Missing or incorrect.</i>	<i>Partially developed.</i> The task analysis is incomplete or overly complicated. The key features of the procedure are inaccurately portrayed in models or the modeling lacks detail.	The model(s) is consistent with the task analysis. Multiple Examples and non-examples are provided across multiple contexts/situations.

Practice	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Unclear instructions are provided or the model did not specify specific skills. Feedback is not specific.	<i>Fully developed.</i> Your peers are actively involved in the presentation and have multiple opportunities to practice or discuss the skill/procedure with appropriate feedback.
Evaluation	<i>Missing or incorrect.</i>	<i>Partially developed.</i> Data collection procedures are mentioned but not clearly described or practiced.	<i>Fully developed.</i> Your peers practice collecting data on the use of the practice and participate in self-evaluation.
Clarity	The presentation was <i>poorly delivered, ill-developed, and/or confusing.</i>	<i>Partially developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.	<i>Fully developed.</i> The presenter spoke clearly and maintained a good pace for most of the presentation.

Complete Student Ratings for the Course

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Please complete the student ratings for the course. Ratings can be completed at: <https://studentratings.byu.edu/>
Please submit a note of "Complete" or "Done" on learning Suite.

A message to students from President Worthen

We need your input. Student evaluations of BYU faculty and courses are extremely important.

- Faculty are expected to review them to improve their courses and teaching methods.
- Department chairs are expected to review them annually with faculty to assess teaching effectiveness.
- University committees consider them carefully as part of faculty reviews to determine who is retained and promoted.

Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations. And please remember, comments related to gender, age, appearance, race, ethnicity or family status are never appropriate.

Your evaluations really do matter.

Thank you,
President Worthen

Participation (Other)

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Classroom Management Plan

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

2021-03, Management Plan Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=40107f5a-80i5-mGBW-9G7w-mZa44fbd10b4&pubhash=LejTxJ8dCUx6nI9pPlzMdZQRdB7iV5eZrr7B0XUqDs-D0_qLLTHbSokj8fxE4cz7EDUO3_nvKMXIxolIPAid_w==\)](#)

443 Final Exam

Apr
20

Due: Wednesday, Apr 20 at 11:59 pm

This exam is closed book. You will answer 44 questions. Questions will include multiple choice, true/false, matching, and short answer.

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-opportunity>) for help.

Academic Honesty

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

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of

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

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

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

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

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

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 03 Monday	Syllabus Assignments Course Introduction	443 Prayer & Thought Sign-up Winter 2022 Placement Test
W Jan 05 Wednesday	Evidence-Based Practice <ul style="list-style-type: none"> Narrow vs broad view Selecting empirically supported treatments 	Read: <ul style="list-style-type: none"> Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. <i>Education and Treatment of Children</i>, 35(2), 127-151. EBP Framework.pdf Download Bogus Science.pdf Download Article Summary for Spencer, Detrich, & Slocum
Week 2		
M Jan 10 Monday	MTSS Overview <ul style="list-style-type: none"> Purpose Core Principles Definitions of the Tiers 	Read: LRBI Manual III (p. 19-25) LRBI Manual.pdf Download Do: <ul style="list-style-type: none"> Complete UMTSS Introduction Module
W Jan 12 Wednesday	Review of FBA practices and introduction to BSP/BIP development	Read: <ul style="list-style-type: none"> Functional Behavior Assessments and Behavior Support Plans .pdf Download
Week 3		
M Jan 17 Monday	Martin Luther King Jr Day NO CLASS TODAY! - Martin Luther King Jr. Day	

W Jan 19 Wednesday	<p>Tier I -- Clear Expectations</p> <ul style="list-style-type: none"> • Communicating Rules and Expectations • Explicit Teaching of Expectations • Routines 	<p>Review: <u>Supporting and Responding to Behavior</u> p. 4, 9</p> <p>Read: Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Education & Treatment of Children</i>, 31(3), 351-380.</p> <p>Read: Spriggs, A. D., Mims, P. J., Dijk, W. V., & Knight, V. F. (2017). Examination of the Evidence Base for Using Visual Activity Schedules With Students With Intellectual Disability, <i>The Journal of Special Education</i>, 51(1), 14-26. https://doi.org/10.1177/0022466916658483</p>
Week 4		
M Jan 24 Monday	<p>Tier I -- Clear Expectations</p> <ul style="list-style-type: none"> • Antecedent Interventions • Scheduling • Environmental Arrangement 	<p>Study Guide Ch. 16</p> <p>Read: Behavior Modification Ch. 16</p> <p>Review: PBIS Tier I Supports</p> <p>Review: <u>Supporting and Responding to Behavior</u> p. 4, 7-8</p>
W Jan 26 Wednesday	<p>Tier I -- Recognition</p> <ul style="list-style-type: none"> • Behavior Specific Praise • Group Contingencies • The Good Behavior Game 	<p>Review:</p> <ul style="list-style-type: none"> • <u>Supporting and Responding to Behavior</u> p. 4, 12 <p>Read:</p> <ul style="list-style-type: none"> • Gresham & Gresham 1982 • LRBI Manual IV (p. 31) • Bowman-Perrott, L., Burke, M. D., Zaini, S., Zhang, N., & Vannest, K. (2016). Promoting Positive Behavior Using the Good Behavior Game: A Meta-Analysis of Single-Case Research. <i>Journal of Positive Behavior Interventions</i>, 18(3), 180–190. doi:10.1177/1098300715592355 • Tingstrom, D. H., Sterling-Turner, H. E., & Wilczynski, S. M. (2006). The good behavior game: 1969-2002. <i>Behavior Modification</i>, 30(2), 225-253. doi:10.1177/0145445503261165
Sa Jan 29 Saturday		Article Summary for Gresham & Gresham
Week 5		
M Jan 31 Monday	<p>Tier I -- Skill Building</p> <ul style="list-style-type: none"> • Opportunities to Respond • Effective Error Correction 	<p>Read:</p> <ul style="list-style-type: none"> • Precision Commands_LRBI.pdf Download • Precision Requests.pdf Download <p>Review:</p> <ul style="list-style-type: none"> • <u>Supporting and Responding to Behavior</u> p. 4, 11, 15

W Feb 02 Wednesday	Discrete Trial Teaching	<p>Hello Class, I'm attaching chapter 10 below. I forgot to renew the course reserve request. When that is renewed I'll delete the below file but use it for now!</p> <p>Helping_Children_with_Autism_Learn_Treatment_Appro..._----_(Pg_326--366).pdf Download</p> <p>Chapter 10: ABA & Discrete Trial Training</p> <p>Note: If this link doesn't work you can access this reading by clicking on "home" and then "Library Resources" and you should see the chapter.</p> <p>Read: Introduction to ABA/DTT pgs. 311-325; Features of ABA/DTT pgs. 330-334</p>
Sa Feb 05 Saturday		Prayer/Thought Sign-up
Week 6		
M Feb 07 Monday	Designing DTT Programs	<p>Watch: Using Prompts in DTT & Reinforcement Strategies</p> <p>Complete: Sam, A., & AFIRM Team. (2016). Discrete Trial Training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/discrete-trial-training</p> <p>- Upload certificate to learning suite</p> <p>AFIRM DTT Module</p>
W Feb 09 Wednesday	Discrete Trial Teaching	DTT Program
Week 7		
M Feb 14 Monday	Incidental Teaching Submit DTT program and video	Read: BeyondDTT.pdf Download
W Feb 16 Wednesday	Staff and Parent Training	<p>Read: Behavior Modification Ch. 12. 223-234 (examples of BST - BST in groups)</p> <p>Read: Kuhn et al. 2003</p> <p>Parent Interview</p> <p>Article Summary for Kuhn et al.</p> <p>443 Midterm Opens</p>
Week 8		
M Feb 21 Monday	Presidents Day No Class today, but we will have class on Tuesday Feb. 22nd (Monday Instruction).	
T Feb 22 Tuesday	<p>Monday Instruction</p> <p>Tier II - Intensive Feedback & Modeling</p> <ul style="list-style-type: none"> • Check-In / Check-Out • Video Modeling 	<p>Read: Schriebman et al. 2000</p> <p>Read: Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., Ross, S. W. (2016). A systematic review of the empirical support for Check-In Check-Out. <i>Journal of Positive Behavior Interventions</i>, 18(2), 74-88. doi: 10.1177/1098300715595957</p> <p>Article Summary for Schriebman et al.,</p>
W Feb 23 Wednesday	Tier II -- Social Skills Instruction	<p>Read: Getting More From Social Skills.pdf Download</p> <p>443 Midterm Closes</p>

Sa Feb 26 Saturday		Behavior Change Project
Week 9		
M Feb 28 Monday	Tier II -- Self-Management	Read: Behavior Modification Ch. 20 Study Guide Ch. 20
T Mar 01 Tuesday		Devotional: Elder Vern P. Stanfill Midcourse Evaluation
W Mar 02 Wednesday	Tier II -- Differential Reinforcement	Read: Behavior Modification Ch. 15 Lesson Plan on Social Skills Study Guide Ch. 15 Observation 1 (Elementary)
Week 10		
M Mar 07 Monday	Tier II -- Peer Tutoring	Read: <ul style="list-style-type: none"> • Mortweet et al. 1999 • CEEDAR Center, EBP for students with Severe disabilities, Peer Tutoring.pdf Download Article Summary for Mortweet et al.
W Mar 09 Wednesday	Tier II - Functional Communication Training	Read: Carr & Durand 1985 Observation 2 (Secondary or Transition) Article Summary for Carr & Durand, 1985
Sa Mar 12 Saturday		Completing Nearpod on Self Management for Monday March 8th Participation Nearpod for Self-Management
Week 11		
M Mar 14 Monday	Tier II -- Behavior Contracting	Read: Behavior Modification Ch. 23 Read: Bowman-Perrott, L., Burke, M. D., de Marin, S., Zhang, N., & Davis, H. (2015). A meta-analysis of single-case research on behavior contracts: Effects on behavioral and academic outcomes among children and youth. <i>Behavior Modification</i> , 39(2), 247-269. doi: 10.1177/0145445514551383 Study Guide Ch. 23
W Mar 16 Wednesday	Respondent Relations Fear & Anxiety Reduction	Read: Behavior Modification Ch. 24 Review: Behavior Modification Ch. 8 Study Guide Ch. 24
Week 12		
M Mar 21 Monday	Tier III -- Punishment and Aversives <ul style="list-style-type: none"> • Time Out • Response Cost <p>Use the below link to access the content for today. We will not be meeting in person.</p> <p>https://share.nearpod.com/vJb7UO5lYeb</p>	Read: Behavior Modification Ch. 17 Study Guide Ch. 17

W Mar 23 Wednesday	Function-based Treatments for Escape and Attention Maintained Problem Behavior	<p>Read:</p> <ul style="list-style-type: none"> • Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape maintained problem behavior: A treatment-selection model for practicing behavior analysts. <i>Behavior Analysis in Practice</i>, 3(1), 22-32. doi: 10.1007/BF03391755 • Grow, L. L., Carr, J. E., & LeBlanc, L. A. (2008). <u>Treatments for attention-maintained problem behavior: Empirical support and clinical recommendations.</u> <i>Journal of Evidence-Based Practices for Schools</i>, 10(1), 70-92.
Sa Mar 26 Saturday		Participation Nearpod for Punishments & Aversives
Week 13		
M Mar 28 Monday	Ethics of Punishment Preventing and Responding to Dangerous Behavior	<p>Read: Behavior Modification Ch. 18</p> <p>Read: LRBI Manual p. 57-61</p> <p><u>Consent Form - Davis</u></p> <p><u>CEC Ethical Standards</u></p> <p><u>Utah Rule R277-515</u></p> <p><u>BACB Code of Ethical Conduct</u></p>
W Mar 30 Wednesday	Bullying & Systemic Bully Prevention	<p>Read: Ross & Horner 2009</p> <p>Read: Ross, Sabey, Lund, & Charlton, 2017 p. 23-26 - Ross et al 2017 book chapter.pdf Download</p> <p>Article Summary for Ross & Horner 2009</p>
Week 14		
M Apr 04 Monday	Toilet Training & Bathroom Behavior	Read: Kroeger, K. A., & Sorensen-Burnworth, R. (2009). Toilet training individuals with autism and other developmental disabilities: A critical review. <i>Research in Autism Spectrum Disorders</i> , 3, 607-618. doi:10.1016/j.rasd.2009.01.005
W Apr 06 Wednesday	Presentations Final Exam: TBA	Staff Training Presentation
Week 15		
M Apr 11 Monday		
W Apr 13 Wednesday		Classroom Management Plan Complete Student Ratings for the Course Participation (Other)
Week 16		
W Apr 20 Wednesday	Final Exam: 355 MCKB 11:00am - 2:00pm	443 Final Exam