

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.

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

Materials

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

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

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.

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

11

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
13**

Due: Wednesday, Jan 13 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

Study Guide Ch. 16

**Feb
01**

Due: Monday, Feb 01 at 2:00 pm

Article Summary for Gresham & Gresham

**Feb
06**

Due: Saturday, Feb 06 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=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNV](#)

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

Feb
13

Due: Saturday, Feb 13 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 [spreadsheet \(https://docs.google.com/spreadsheets/d/1dk6YHJBbRrLwJMCfW3MikaxFowlmrVJ7IQozfL1iMA/edit#gid=0\)](https://docs.google.com/spreadsheets/d/1dk6YHJBbRrLwJMCfW3MikaxFowlmrVJ7IQozfL1iMA/edit#gid=0) and then submit here that you did so.

AFIRM DTT Module

Feb
16

Due: Tuesday, Feb 16 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
17

Due: Wednesday, Feb 17 at 11:59 pm

Write a program description for a discrete trial activity using the following template
Model DTT - Template.docx [Download \(plugins/Upload/fileDownload.php?fileId=d4ca1d06-5bfY-a9WG-6o6L-L07bc138d9e0&pubhash=vgv514flrXaP8JRNxltHh9MJr2rcRG5qtXsiP1ubkUdpc45ILKNVvyvM3Ni1DfZ5tAXvJGhX_AXIEDjRPY0WXg==\)](#)

THERE IS NO VIDEO REQUIRED FOR THE DTT LESSON PLAN.

Article Summary for Kuhn et al.

Feb
24

Due: Wednesday, Feb 24 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 \(plugins/Upload/fileDownload.php?fileId=1094bc7f-fenu-RwmD-49QY-zC30aa1422ec&pubhash=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNV\)](#)

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

Do the following to complete this assignment:

- Download the document – Getting Started with the Verbal Behavior Approach
- VerbalBehaviorApproach.pdf [Download \(plugins/Upload/fileDownload.php?fileId=27a51ff0-YsgQ-6rAP-3SbE-5jd9662727d6&pubhash=inysqB_WVyO3lhnyBN0el2a-gYtMjn3nESY-7ZWp_S6KQe-d4AmzexvmjGPOVw_6d7Ht173XQpO_HLHtp8aw4ag==\)](#)
- 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 pseudonyms)
 - 1-2 key deficits in their VB
 - 1-2 recommendations for services
- Upload Both the Assessment Form and your summary to Learning Suite

443 Midterm

Mar
01

Due: Monday, Mar 01 at 8:00 am

The midterm consists of a mix of T/F, multiple choice, and short answer questions. Please plan for 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.

Article Summary for Schreibman et al.,

Mar
01

Due: Monday, Mar 01 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=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNV](#)

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

Midcourse Evaluation

Mar
02

Due: Tuesday, Mar 02 at 11:59 pm

Please take 5 minutes to complete the midcourse evaluation.

Behavior Change Project

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

Mar
08

Due: Monday, Mar 08 at 2:00 pm

Study Guide 9 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=a97fdb01-jzwf-83Jl-wcbK-5E5a7f4a704f&pubhash=5UWp5H8g2r7Ukptn6JLVdxjXzgBWimqDaUBgaPLElr6F-3j124v2TZUzI7I-9LeTCtLFafzzShZ04TswJMAXbg==\)](#)

Rubric 443 Study Guide Ch20.docx [Download \(plugins/Upload/fileDownload.php?fileId=23b842e6-OKA0-dbVM-7wZK-rC32efcd5a2a&pubhash=AwehNso8TgtDreNIBCv3IVYoTo3h3_GNhd396rNeW5oc53MVEfrahtczV9i-BVxPvPPqkMcal_66ZCeIDvSdw==\)](#)

Observation 1

Mar
10

Due: Wednesday, Mar 10 at 2:00 pm

Download the below document for this assignment.

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.

Lesson Plan on Social Skills

Mar
10

Due: Wednesday, Mar 10 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-s3mVFYcGFluRUfq_CznPRRsAMvzA1J51sw==\)](#)

EXAMPLE initiation Social Skills Lesson.docx [Download \(plugins/Upload](#)

nORhaIJOYMnk70W8nY6aXGhN-Sg==)

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

Study Guide Ch. 15

Mar
10

Due: Wednesday, Mar 10 at 2:00 pm

Article Summary for Mortweet et al.

Mar
15

Due: Monday, Mar 15 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=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNV](#)

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
17

Due: Wednesday, Mar 17 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

Mar
17

Due: Wednesday, Mar 17 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.

Participation Nearpod for Self-Management

Mar
20

Due: Saturday, Mar 20 at 11:59 pm

Mar
20

Due: Saturday, Mar 20 at 11:59 pm

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

Study Guide Ch. 23

Mar
22

Due: Monday, Mar 22 at 2:00 pm

Study Guide Ch. 24

Mar
24

Due: Wednesday, Mar 24 at 2:00 pm

Study Guide Ch. 17

Mar
29

Due: Monday, Mar 29 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

Apr
03

Due: Saturday, Apr 03 at 11:59 pm

Article Summary for Ross & Horner 2009

Apr
07

Due: Wednesday, Apr 07 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=KE8gv03lgFFtHPFBJclkBQUmLSQEOQEvWqV60jFWHvInxbWoliqDo9VhnCniqN5yf1ZCc9FrTzxdltqOccKNV](#)

1. Your name and the date

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
14

Due: Wednesday, Apr 14 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.

Participation (Other)

Apr
14

Due: Wednesday, Apr 14 at 11:59 pm

Classroom Management Plan

Apr
15

Due: Thursday, Apr 15 at 11:59 pm

2021-03, Management Plan Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=40107f5a-80i5-mGBW-9G7w-mZa44fbd10b4&pubhash=LejTxJ8dCUx6nl9pPlzMdZQRdB7iV5eZrr7B0XUqDs-D0_qLLTHbSokj8fxE4cz7EDUO3_nvKMXIxolIPAid_w==\)](#)

443 Final Exam

Apr
21

Due: Wednesday, Apr 21 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.

**Apr
21**

Due: Wednesday, Apr 21 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

Point Breakdown

Categories	Percent of Grade
Study Guides	5.78%
Article Summaries	13.49%
Observations	3.85%
Other Assignments	11.56%
Participation	9.63%
Exams	39.88%
Final Projects	14.45%
Extra Credit	1.35%

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.

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.

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 11 Monday	Course Introduction Assignments	443 Prayer & Thought Sign-up Winter 2021 Placement Test
T Jan 12 Tuesday		
W Jan 13 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 18 Monday	Martin Luther King, Jr Day	

W Jan 20 Wednesday	<p>MTSS Overview</p> <ul style="list-style-type: none"> • Purpose • Core Principles • Definitions of the Tiers 	<p>Read: LRBI Manual III (p. 19-25) LRBI Manual.pdf Download</p> <p>Do:</p> <ul style="list-style-type: none"> • Complete UMTSS Introduction Module
Week 3		
M Jan 25 Monday	<p>Review of FBA practices and introduction to BSP/BIP development</p>	<p>Read:</p> <ul style="list-style-type: none"> • Functional Behavior Assessments and Behavior Support Plans .pdf Download
W Jan 27 Wednesday	<p>Tier I -- Clear Expectations</p> <ul style="list-style-type: none"> • Communicating Rules and Expectations • Explicit Teaching of Expectations • Routines 	<p>Review: Supporting and Responding to Behavior 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 Feb 01 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: Supporting and Responding to Behavior p. 4, 7-8</p>

W Feb 03 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"> • Supporting and Responding to Behavior 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 Feb 06 Saturday		Article Summary for Gresham & Gresham
Week 5		
M Feb 08 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"> • Supporting and Responding to Behavior p. 4, 11, 15
W Feb 10 Wednesday	Discrete Trial Teaching	<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 13 Saturday		Prayer/Thought Sign-up
Week 6		

M Feb 15 Monday	Presidents Day No Class today, but Class on Tuesday Feb. 16th	
T Feb 16 Tuesday	Monday Instruction Designing DTT Programs	Watch: Using Prompts in DTT & Reinforcement Strategies 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 - Upload certificate to learning suite AFIRM DTT Module
W Feb 17 Wednesday	Discrete Trial Teaching	DTT Program
Week 7		
M Feb 22 Monday	Incidental Teaching Submit DTT program and video	Read: BeyondDTT.pdf Download 443 Midterm Opens
T Feb 23 Tuesday	Forum: Dambisa Moyo, Macroeconomist	
W Feb 24 Wednesday	Staff and Parent Training	Read: Behavior Modification Ch. 12. 223-234 (examples of BST - BST in groups) Read: Kuhn et al. 2003 Parent Interview Article Summary for Kuhn et al.
F Feb 26 Friday		
Week 8		
M Mar 01 Monday	Tier II - Intensive Feedback & Modeling <ul style="list-style-type: none"> • Check-In / Check-Out • Video Modeling 	Read: Schriebman et al. 2000 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 Article Summary for Schreibman et al., 443 Midterm Closes
T Mar 02 Tuesday		Midcourse Evaluation
W Mar 03 Wednesday	Tier II -- Social Skills	Read: Getting More From Social Skills Training

Week 9		
M Mar 08 Monday	Tier II -- Self-Management	Read: Behavior Modification Ch. 20 Study Guide Ch. 20
W Mar 10 Wednesday	Tier II -- Differential Reinforcement	Read: Behavior Modification Ch. 15 Lesson Plan on Social Skills Study Guide Ch. 15 Observation 1
Week 10		
M Mar 15 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 17 Wednesday	Tier II - Functional Communication Training	Read: Carr & Durand 1985 Observation 2 Article Summary for Carr & Durand, 1985
F Mar 19 Friday	Spring Holiday	
Sa Mar 20 Saturday	Participation Nearpod for Self-Managementt	Completing Nearpod on Self Management for Monday March 8th
Week 11		
M Mar 22 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 24 Wednesday	Respondent Relations Fear & Anxiety Reduction	Read: Behavior Modification Ch. 24 Review: Behavior Modification Ch. 8 Study Guide Ch. 24
Week 12		

M Mar 29 Monday	<p>Tier III -- Punishment and Aversives</p> <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>	<p>Read: Behavior Modification Ch. 17</p> <p>Study Guide Ch. 17</p>
W Mar 31 Wednesday	<p>Function-based Treatments for Escape and Attention Maintained Problem Behavior</p>	<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 Apr 03 Saturday	Participation Nearpod for Punishments & Aversives	
Week 13		
M Apr 05 Monday	<p>Ethics of Punishment</p> <p>Preventing and Responding to Dangerous Behavior</p>	<p>Read: Behavior Modification Ch. 18</p> <p>Read: LRBI Manual p. 57-61</p> <p>Consent Form - Davis</p> <p>CEC Ethical Standards</p> <p>Utah Rule R277-515</p> <p>BACB Code of Ethical Conduct</p>
W Apr 07 Wednesday	<p>Bullying & Systemic Bully Prevention</p>	<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>
Sa Apr 10 Saturday	443 Final Exam Opens	
Week 14		

M Apr 12 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 14 Wednesday	Presentations Participation (Other) Final Exam: TBA	Staff Training Presentation
Th Apr 15 Thursday	Winter Exam Preparation (04/15/2021 - 04/15/2021)	Classroom Management Plan
F Apr 16 Friday	First Day of Winter Final Exams (04/16/2021 - 04/21/2021)	
Sa Apr 17 Saturday		
Week 15		
T Apr 20 Tuesday		
W Apr 21 Wednesday		443 Final Exam Closes Complete Student Ratings for the Course