

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

The purpose of this graduate-level course is to train future BCBA's in the skills necessary to shape, develop, and strengthen behavior in a school or clinical setting. Appropriately, we will consider the topics from the BACB Task List, 5<sup>th</sup> Edition that address Behavior-Change Procedures and Selecting and Implementing Interventions. Thus, we will develop competencies in reinforcement procedures, instructional models, instruction using verbal operants, contingency management, and promoting generalization.

In addition, this course provides a context for intervention within a Multi-Tiered System of Supports (MTSS). Students will gain an in depth knowledge of all three levels of the system and understand how behavior analytic procedures can be implemented with fidelity and sustained in schools and clinics using this systemic perspective. The course will emphasize principles, procedures and strategies for academic and social behavior support within an MTSS framework, including the selection and implementation of interventions to assist at-risk learners in mastering academic and behavioral competencies for success in school and life. The course will also facilitate students acquisition of the skills necessary to (1) collaborate with professional colleagues in a school-wide MTSS system, (2) consult with other school professionals within an MTSS school, and (3) coach individuals in need of additional support in the using of evidence-based practices at all three tiers.

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Participation Policy

You are expected to participate in class each session in a way that could be characterized as critical, respectful, and thought-provoking.

## HABITS OF HIGHLY SUCCESSFUL STUDENTS

1. Take responsibility for their own learning.
2. Attend every class. If they are going to miss class, they contact the instructor. They get handouts and notes from classmates.
3. Come to class on time and stay the whole time.
4. Complete the reading in advance of attending class.
5. Study for at least 1 hour outside of class for every hour spent in class.
6. Turn off their cell phones and use computers only if taking notes. They don't text message or web surf during class.
7. Read the syllabus carefully and note the deadlines in the calendar. They submit assignments on time. They don't try to negotiate deadlines for assignments or tests.
8. Share concerns about the course in professional ways through proper channels (e.g., mid-semester course evaluations).
9. Monitor their progress by checking their grades on blackboard.
10. Self-monitor their progress in keeping the ten habits of highly successful students by reading the list periodically and making adjustments as needed.

## Assignments

### Assignment Descriptions

#### Discussion Class 2 - Problem Solving Processes

May  
03

Due: Tuesday, May 03 at 11:59 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp

May  
05

Due: Thursday, May 05 at 4:30 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Quality Indicators Article Presentation

May  
05

Due: Thursday, May 05 at 11:59 pm

Please sign up for a date to present your articles [here](https://docs.google.com/spreadsheets/d/1Vz2eru3jvYD0FFO_4DspzDCzkzyKorZJKz806eNpXL8/edit?usp=sharing) ([https://docs.google.com/spreadsheets/d/1Vz2eru3jvYD0FFO\\_4DspzDCzkzyKorZJKz806eNpXL8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Vz2eru3jvYD0FFO_4DspzDCzkzyKorZJKz806eNpXL8/edit?usp=sharing)).

#### Procedures

- 1) You and a partner will select an article
- 2) Each member of the partnership will independently code the article for methodological quality.

- 3) Calculate percent agreement using the interval by interval method presented by Cooper et al.
- 4) Prepare a 10 min presentation where you will share the research questions, methodological quality rating,

percent agreement, results, and implications for practice

- 5) Be prepared to field questions during the presentation

#### Discussion Class 4 - Convergent Assessment

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May  
10

Due: Tuesday, May 10 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Discussion Class 5 - Reinforcement Selection

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May  
12

Due: Thursday, May 12 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Best Available Evidence

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May  
17

Due: Tuesday, May 17 at 4:30 pm

You and your partner will select a practice/intervention/program/procedure commonly used in your service delivery context. You will then prepare a 15 min presentation describing the best available evidence supporting the use of this practice. The presentation should cover an operational definition of the practice, a summary of any published reviews on the practice, a description of three recent studies you reviewed using the CEC Quality Indicators, and an answer to the statement, "what works, with whom, under what conditions" relative to the practice you identified.

#### Discussion Class 7 - Tier II and Explicit Instruction

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May  
19

Due: Thursday, May 19 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Discussion Class 8 - Precision Teaching

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May  
24

Due: Tuesday, May 24 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

#### Mid-Course Evaluation

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May  
24

Due: Tuesday, May 24 at 11:59 pm

#### MSE Interdisciplinary Student Activity

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May  
25

Due: Wednesday, May 25 at 11:59 pm

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Topic: MSE Interdisciplinary Student Activity

Time: May 25, 2022 06:00 PM Mountain Time (US and Canada)

Join Zoom Meeting

<https://byu.zoom.us/j/92516518601> (<https://byu.zoom.us/j/92516518601>)

Here is the link to the info for students to send a few days before.

[https://docs.google.com/document/d/1\\_xEmvpPSNX1MwzTVXHFChUcQ\\_wzgZdiZlgfo6ouS\\_q0/edit](https://docs.google.com/document/d/1_xEmvpPSNX1MwzTVXHFChUcQ_wzgZdiZlgfo6ouS_q0/edit)  
([https://docs.google.com/document/d/1\\_xEmvpPSNX1MwzTVXHFChUcQ\\_wzgZdiZlgfo6ouS\\_q0/edit](https://docs.google.com/document/d/1_xEmvpPSNX1MwzTVXHFChUcQ_wzgZdiZlgfo6ouS_q0/edit))

### Info for Students

Please review the information from your discipline on the page numbers listed below. Be prepared to provide a 3 minute summary of Kevin's case from your discipline's perspective. The other sections are provided for your reference only but you are not expected to review them prior to the experience.

Special Education	pgs 4-6
Speech Language Pathology	pgs 8-9
School Psychology	pgs 10-14

### Discussion Class 9 - High P

May  
26

Due: Thursday, May 26 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

### Implementation Fidelity (pick 2)

May  
26

Due: Thursday, May 26 at 11:59 pm

Select a practice from ci3t.org that you are currently implementing. Complete an implementation fidelity checklist. If possible, complete a check multiple times.

Writeup a 1-2 page summary of what you learned about implementation from this process.

### Evaluating Contextual Fit (pick 2)

May  
26

Due: Thursday, May 26 at 11:59 pm

With a colleague, partner, friend, or acquaintance, identify a new practice or behavior that the individual would like to implement and then discuss the "fit" of this intervention using the Hexagon tool.

Write up a one page summary of this process including a description of how the practice fits each of the six domains of the Hexagon tool. Where appropriate, include an action plan describing how you plan to make modifications to the practice or its implementation to improve fit.

NIRN-Education-TheHexagonTool.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f5ce8da3-BhAc-fZmD-8L6l-psba3209ca91&pubhash=FUC6kJc\\_sene1piaTDQzU6K2-hU9y07G88hf60JcqGe44wsHhfaQ2\\_kfA2Je9l1dphehOrXo3UGaxpmZtDYqPA==\)](#)

2019 Hexagon Tool - NIRN Hexagon Discussion Analysis Tool v2.2.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ee5c6eca-wXhp-OI2E-dZf0-7I9a2a2cc34c&pubhash=yQVn5KI5krTYGxHAts2FSUP4aPdgCDq1rgYmYUNS-2RYW78RLaOPsM2B24gtmb7rdEuaxfOCh9xO2K2eua94qw==\)](#)

Evaluating Contextual Fit Example.docx [Download \(plugins/Upload/fileDownload.php?fileId=54cde618-WDIK-Gumt-oVYU-Bh868316045e&pubhash=7kuBLDL2TZxv-](https://learningsuite.byu.edu/view/K5eKnJpAEcAx.html#instructorInfo...)

[K0VbSscHU7KTzClS Yi884940YvGXMfIEJxUdWM5w7\\_w9N\\_av44TvRsZ70RiEteesiy-1i4rYA==\)](https://learningsuite.byu.edu/view/K5eKnJpAEcAx.html#instructorInfo...)

	<b>Exemplary (5)</b>	<b>Very Good (5 - 4)</b>	<b>Good (3 - 2)</b>	<b>Opportunity to Improve (0 - 1)</b>
<b>Description of Practice</b>	A clear summary of the core components of the practice is included and the intended beneficiary of the program is specified.	A clear summary of the core components of the practice is included.	Core components are unclear or incomplete.	The practice is ill-defined or missing.
<b>Hexagon Tool Dimensions &amp; Ratings</b>	Scores are provided, summarized, and clarified for all six factors on the Hexagon Tool.	Scores are provided for all six factors on the Hexagon tool	One of the factors is missing or the scoring is unclear.	Multiple factors are missing and/or the scoring is inaccurate/missing.
<b>Supporting Evidence</b>	Clear evidence from multiple sources is offered for each factor that justifies the score provided. The evidence clearly aligns with the factor descriptions on the Hexagon tool. If appropriate, citations are provided for empirical support.	Clear evidence from multiple sources is offered for each factor that justifies the score provided.	Evidence is not provided to support the reported ratings.	Evidence is not clearly presented, conceptually consistent, or related to the core features of the Hexagon tool.
<b>Next Steps</b>	The next steps clearly articulate a thoughtful implementation plan that maintains the core components of the intervention and addresses contextual fit. Specifically addresses areas where fit was low.	The next steps clarifies one of three positions: 1) implement, 2) adapt, or 3) abandon.	The next steps are not aligned with the core components or the contextual fit assessment.	The next steps are missing or incomplete.
<b>Conventions</b>	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

**Team Observation (pick 2)****May  
26**

Due: Thursday, May 26 at 11:59 pm

Observe a problem-solving team (e.g., CHAT team, student services team, PBIS team, etc.) in a school or other professional setting.

Complete the DORA form while observing the team meeting and writeup a 1-2 page summary of what you thought the team did well and how the process could be improved.

Please submit your writeup and the completed DORA form.

**Discussion Class 10 - Tier III Intensification****May  
31**

Due: Tuesday, May 31 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

**Peer Review Final Paper****Jun  
02**

Due: Thursday, Jun 02 at 11:59 pm

1. What universal supports are in place to help address the practice problem?
2. What data will be used to inform decision making at Tier I? (outcome and implementation)
3. What targeted or Tier II supports are available?
  - a. What empirical support is available to justify the use of these interventions?
  - b. What categories of problem behavior are addressed by these interventions?
  - c. How does data drive this process?
4. What tertiary or Tier III supports are available in this plan?
  - a. How does data inform this process?
  - b. How can we use intensification?
5. What can the author do to improve their use of APA formatting guidelines?

Peer Review Assignments

Charly	Addie	
Shannon	Kalie	
Megan	Janae	Jola
Amelia	Adam	

**Discussion Class 11 - Self-Management****Jun  
02**

Due: Thursday, Jun 02 at 11:59 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

### Discussion Class 12 - Generalization

Jun  
07

Due: Tuesday, Jun 07 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

### Discussion Class 13 - Epilogue (The Future of Special Education)

Jun  
09

Due: Thursday, Jun 09 at 4:00 pm

Please post a question you had from the readings. Good questions promote thoughtful, reasoned commentary based on the content of the readings. Then post at least two comments to the posts made by your colleagues.

### Tiered Treatment Plan Presentation

Jun  
09

Due: Thursday, Jun 09 at 11:59 pm

Presentations should be limited to 5-7 minutes. Please include the interventions at each tier, data collection procedures, and teaming. You should include evidence supporting your use of two types of data: implementation fidelity and student/client outcomes.

### Precision Teaching/SAFEMEDS

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

#### Precision Teaching/SAFEMEDS Assignment

Begin by creating a deck of SAFEMEDS cards. These can be created with 3x5 cards, or could be printed on both sides of a sheet of paper and cut out in to smaller flash card (e.g., the size of a business card). Laminate the cards if you would like. Make one side of the card the definition and the other side the term. It is recommended to use the Glossary from the Cooper et al., 2020 ABA book to create your SAFEMEDS. This will double as preparing you for the BCBA exam.

SAFEEDS = Say All Fast a Minute Every Day Shuffled

S -- say -- the learner should say the responses out loud. Not "think" the responses silently.

A -- all -- one works with the entire deck of cards as a unit. Versus peeling off the first 10 cards only.

F -- fast -- in the timed sessions, work through the cards as quickly as possible. Not slowly like flashcards.

M -- minute -- the brief, timed sessions are just that, brief! Either a minute, a half-minute, quarter minute, etc.

E -- every --

D -- day -- do the brief, timed sessions every day, at least once a day.

S -- shuffle the cards well before doing a timing.

#### Rubric for SAFEMEDS Assignment

30 points possible

1. One point for each day you accurately recorded data in 12 continuous days (Mon-Sat).
2. 5 points for accurate decision making (e.g., placement of the phase change line)
3. 5 points for accurately recording each data point including acceleration targets, deceleration targets, aims, and counting floors.
4. 5 points for completing the chart information and placing data points at the appropriate intervals on the horizontal/x-axis.

Use either of the below SCC charts for graphing your data.

645 05 Standard Calibration Chart.png Download (/business/Upload/FilesDownload.php?fileId=5e961942-NM/...

615-05, Standard Celeration Chart.pdf [Download \(plugins/Upload/fileDownload.php?fileId=5c001242-NVVKX-PXPX-4qtc-rab5bbbb7498&](#)

[pubhash=FibUyDLIOJG69HdSGqRfu6GfNnZsZnQdyNniKgmDEAOcoqrkcfITJQxBKFGn2Pp0N3KGzWbLJgrYmnmzP3vkYhg==\)](#)

615-05, Standard Celeration Chart 2.0.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ace8b408-LzHT-pC96-PR1l-mj35eba2720d&pubhash=FsNpjEUMfE0LjlrXhjFMfG8pl4Fin-BtyyNKqGMnUi5O1Mf9vXJw1ms-w7YJ1Qy0Dyb2gtjoer1UylmPvbV5w==\)](#)

## Designing and Supporting a Tiered Treatment Plan

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

### Designing and Supporting a Tiered Treatment Plan

The CEC Advanced Preparation Standards indicate, "Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments." The purpose of this assignment is to incorporate all your learning from this class into a cohesive approach to service delivery that is empirically supported, individually adaptable, and likely to increase student/client outcomes.

The following components will need to be incorporated into your approach.

1. **Identify a problem-based question.** "A well-constructed question defines the population or client(s) under consideration, the outcome to be achieved, and key features of the setting" (Spencer et al., 2012, p. 140). This question should be related to your description of a specific academic, social, or staff behavior problem that negatively impacts student learning. In this section, provide a clear description of the setting (e.g., location, resources), interventionists (e.g., staff availability, staff qualifications, teams involved etc.), and participants (e.g., student data describing needs, goals, client/community values, etc.).
2. **Structures for collaboration.** Buffum and Mattos (2012) provide a list of necessary teams to support the use of a system of supports within the context of a school. When designing your system, please describe the teams that exist and identify any teams that will need to be established to support the work you propose. In addition, please evaluate the current functioning of the teams in place and plan strategies you will use to ensure team effectiveness. These strategies should be empirically supported by the best available evidence.
3. **Concentrated instruction.** Based on your problem-based question, describe the Tier I supports that are in place or will be in place. Provide a clear description of the practice and its intended impact on students. To verify the empirical support for these practices, please provide a summary of the best available evidence including methodological ratings where appropriate.
4. **Convergent assessment.** Buffum and Mattos (2012) define convergent assessment as "an ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of instruction the child receives"(p. 1 of Chapter 5). Your convergent assessment process needs to include a list of the critical indicators of implementation/treatment integrity and student/client outcomes that you will collect at each level of the system. In addition, you need to determine how you will identify struggling students early in the process (i.e., consider academic and behavioral screening).
5. **A system of supports/interventions.** Your system should include 3-5 empirically supported interventions at the Tier II and Tier III levels. Please provide a clear description of the critical features of these interventions, a summary of the best available evidence supporting these



features of these interventions, a summary of the best available evidence supporting these interventions (typically one article/resource for each), and a description of the methodological

quality of the research evidence summarized in a table. In addition, the categories of behavior problems should be clearly specified for each Tier II intervention and the strategies for intensification should be outlined for Tier III.

6. **Continuous improvement.** Please outline how you will collect and analyze data within your teams to determine the effectiveness of your system of supports. You should determine the outcome measures that will support this conversation, the context where these data will be reviewed, and the strategy for disseminating your improvement decisions throughout the organization.
7. **Conventions.** The paper should be no more than 20 pages, excluding references, and formatted using standard conventions (i.e., double-spaced, 12 pt times new roman font, etc.). In text citations and the reference page(s) should be included using APA style (7th Edition). A title page and running head are not necessary but your paper should include appropriate headings.

### Point Breakdown

Categories	Percent of Grade
Discussions	22.45%
Assignments	30.61%
Presentations	20.41%
Essays	26.53%
Extra Credit	0%

## 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](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers 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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Content & Standards	Readings & Assignments
Week 1		
T Apr 26 Tuesday	Course Overview Introductions Evidence-based Practice Empirically-Supported Treatments	Prayer and Inspirational Thought <a href="#">Sign-up</a> Quality Indicators Article Presentation <a href="#">Sign-up</a> <b>Read</b> <ul style="list-style-type: none"> <li>• Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, R., Tankersley, M., &amp; Test, D. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. <i>Teaching Exceptional Children</i>, 46(6), 206.</li> </ul> <b>Discussion Class 10 - Tier III Intensification Opens</b> <b>Discussion Class 11 - Self-Management Opens</b> <b>Discussion Class 12 - Generalization Opens</b> <b>Discussion Class 13 - Epilogue (The Future of Special Education) Opens</b> <b>Discussion Class 2 - Problem Solving Processes Opens</b> <b>Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp Opens</b> <b>Discussion Class 5 - Reinforcement Selection Opens</b> <b>Discussion Class 7 - Tier II and Explicit Instruction Opens</b> <b>Discussion Class 8 - Precision Teaching Opens</b> <b>Discussion Class 9 - High P Opens</b>

<p>Th Apr 28 Thursday</p>	<p><b>Evidence-based Practice</b></p> <p><i>BACB H2 Identify potential interventions based on assessment results and the best available scientific evidence.</i></p> <p><i>BACB H3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.</i></p> <p><i>CEC-ADV 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</i></p> <p><i>CEC-ADV 4.1 Special education specialists evaluate research and inquiry to identify effective practices.</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Slocum, Dietrich, Wilczynski, Spencer, Lewis, &amp; Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis</li> </ul> <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li>Chuck Case Study.docx <a href="#">Download</a></li> <li>Royer et al. BSP Review.pdf <a href="#">Download</a></li> <li>Wheatley et al. 2009 Praise Note.pdf <a href="#">Download</a></li> </ul> <p><b>Discussion Class 4 - Convergent Assessment Opens</b></p>
<p>Week 2</p>		
<p>T May 03 Tuesday</p>	<p><b>Devotional: Sister Neill F. Marriott</b></p> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>Team Initiated Problem Solving (TIPS) - DORA Form</li> <li>Measuring Treatment Integrity</li> <li>Making Summative Evaluation Decisions</li> </ul> <p><i>CEC-ADV 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.</i></p> <p><i>CEC-ADV 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Simplifying Response to Intervention (SRTI) Preface, Chapters 1-3</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li><a href="http://www.tips2info.blogspot.com">www.tips2info.blogspot.com</a></li> <li>Ardoin, S. P., Wagner, L., &amp; Bangs, K. E. (2016). Applied behavior analysis: A foundation for response to intervention. In Jimerson, S. R., Burns, M. K., &amp; VanDerHeyden, A. M. (Eds.), <a href="#">Handbook of Response to Intervention</a> (pp. 29-42)</li> </ul> <p><b>Class Activity</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Discussion Class 2 - Problem Solving Processes Closes</b></p>

Th May 05 Thursday	<p><b>Concentrated Instruction</b></p> <ul style="list-style-type: none"> <li>• MTSS Tier I</li> <li>• Behavioral Cusps</li> </ul> <p>BACB H1 State intervention goals in observable and measurable terms.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 4</li> <li>• Bosch, S., &amp; Fuqua, R. W. (2001). Behavioral Cusps: A model for selecting target behaviors. <i>Journal of Applied Behavior Analysis</i>, 34(1), 123-125 doi: <a href="https://doi.org/10.1901/jaba.2001.34-123">10.1901/jaba.2001.34-123</a></li> </ul> <p><b>Class Activities</b></p> <ul style="list-style-type: none"> <li>• 615 Shelley Case Study.docx <a href="#">Download</a></li> </ul> <p>Unpacking Standards Activity.docx <a href="#">Download</a></p> <p><a href="#">Utah Core Standards</a></p> <p><b>Discussion Class 3 - MTSS Tier 1 Concentrated Instruction/Behavior Cusp Closes Quality Indicators Article Presentation</b></p>
Week 3		
T May 10 Tuesday	<p><b>Devotional: Tracy Flinders Convergent Assessment</b></p> <ul style="list-style-type: none"> <li>• GUEST LECTURE - Dr. Ellie Young (Behavioral Screening)</li> <li>• Assessment discussion</li> </ul> <p><i>BACB H2 Identify potential interventions based on assessment results and the best available scientific evidence.</i></p> <p><i>BACB H7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.</i></p> <p><i>CEC-ADV 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 5</li> <li>• McIntosh &amp; Goodman (2017) Chapter 2: The Relationship Between Academic Skills and Behavior - <a href="#">Course Reserves</a></li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• poster124-hearon_barclay-apbs2016.pdf <a href="#">Download</a></li> </ul> <p><b>Discussion Class 4 - Convergent Assessment Closes</b></p>

Th May 12 Thursday	<p><b>Provide Positive &amp; Constructive Feedback</b></p> <ul style="list-style-type: none"> <li>• GUEST LECTURE - Blake Hansen CW-FIT</li> <li>• Considerations in the use of reinforcement</li> <li>• Preference Assessments</li> <li>• Token Economies/Group Contingencies</li> </ul> <p><i>BACB G1 Use positive and negative reinforcement procedures to strengthen behavior</i></p> <p><i>BACB G19 Use Token Economies</i></p> <p><i>HLP 22: Provide Positive and Constructive Feedback To Guide Students' Learning and Behavior</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Cooper et al. <ul style="list-style-type: none"> <li>◦ Ch. 11 Positive Reinforcement p. 268-286</li> <li>◦ Ch. 12 Negative Reinforcement p. 291-299</li> <li>◦ Ch. 28 Token Economies &amp; Group Contingencies 656-672</li> </ul> </li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Soares, D. A., Harrison, J. R., Vannest, K. J., &amp; McClelland, S. S. (2016). Effect size for token economy use in contemporary classroom settings: A meta-analysis of single-case research. <i>School Psychology Review</i>, 45(4), 379-399. doi:10.17105/SPR45-4.379-399Applied Behavior Analysis</li> </ul> <p><b>Discussion Class 5 - Reinforcement Selection Closes</b></p>
Sa May 14 Saturday		
Week 4		
T May 17 Tuesday	<p><b>Devotional: Adam T. Woolley</b></p> <p><b>NO CLASS</b> - Watch the 15 min presentations on Best Available Evidence</p>	<p><b>Best Available Evidence</b></p>
Th May 19 Thursday	<p><b>TIER II</b></p> <ul style="list-style-type: none"> <li>• GUEST LECTURE: Christian Sabey</li> <li>• Categorical Assessment Procedures</li> </ul> <p><i>BACB G5 Use modeling and imitation training</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• SRTI Chapter 6</li> <li>• Problem analysis at Tier 2: Using data to find the category of the problem. In <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u> Part IV, Tier 2, P. 293-308 - Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J. J., &amp; Helman, L. (2016).</li> <li>• Kim, T., &amp; Axelrod, S. (2005). Direct instruction: An educators' guide and a plea for action. <i>The Behavior Analyst Today</i>, 6(2), 111-120. doi:10.1037/h0100061</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <u>Ci3T ES Exemplar</u></li> <li>• Tier II Case Study.docx <u>Download</u></li> </ul>

		<b>Discussion Class 7 - Tier II and Explicit Instruction Closes</b>
Week 5		
T May 24 Tuesday	<b>Forum: Paul B. Savage Precision Teaching</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Precision TeachingTEC90.pdf <a href="#">Download</a></li> <li>Chapter 7: Change in Kubina &amp; Yurich (2016) The Precision Teaching Book. Greatness Achieved: Lemont, PA. Access in Course Reserves (click on Library Resources)</li> </ul> <p><b>Discussion Class 8 - Precision Teaching Closes</b> <b>Mid-Course Evaluation</b></p>
W May 25 Wednesday		<b>MSE Interdisciplinary Student Activity</b>
Th May 26 Thursday	<p><b>High-P Instructional Sequence</b></p> <ul style="list-style-type: none"> <li>Strategies and Tactics</li> </ul> <p><i>BACB G13 Use the high-probability instructional sequence.</i></p> <p><i>BACB G15 Use extinction.</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Cowan, R. J., Abel, L., &amp; Candel, L. (2017). A meta-analysis of single-subject research on behavioral momentum to enhance success in students with autism. <i>Journal of Autism and Developmental Disorders</i>, 47(5), 1464-1477. <a href="https://doi.org/10.1007/s10803-017-3076-6">doi:10.1007/s10803-017-3076-6</a></li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Applied Behavior Analysis p. 619-621, High-Probability Instructional Sequence.</li> <li>01_HPRS_Implementation-Checklist.pdf <a href="#">Download</a></li> </ul> <p><b>Implementation Fidelity (pick 2)</b> <b>Team Observation (pick 2)</b> <b>Evaluating Contextual Fit (pick 2)</b> <b>Discussion Class 9 - High P Closes</b></p>
Sa May 28 Saturday		
Week 6		
M May 30 Monday	<b>Memorial Day</b>	

T May 31 Tuesday	<p><b>TIER III</b></p> <p><b>Data-Based Individualization (DBI)</b></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Fuchs, L. S., Fuchs, D., &amp; Malone, A. S. (2017). The taxonomy of intervention intensity. <i>Teaching Exceptional Children</i>, 50(1), 35-43.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>SRTI Chapter 7 - Certain Access: How Do We Get Every Child There? - (Buffum et al., 2016)</li> <li>Harn, B. A., Linan-Thompson, S., &amp; Roberts, G. (2008). Intensifying instruction: Does additional instructional time make a difference for the most at-risk first graders?. <i>Journal of Learning Disabilities</i>, 41(2), 115-125.</li> <li>Powell SR, Stecker PM. Using data-based individualization to intensify mathematics intervention for students with disabilities. <i>Teaching Exceptional Children</i>. 2014 Mar;46(4):31-7.</li> </ul> <p><b>Discussion Class 10 - Tier III Intensification Closes</b></p>
Th Jun 02 Thursday	<p>Self-Management Procedures</p> <p>BCBA G20 Use self-management strategies.</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Hansen, B. D., Wills, H. P., Kamps, D. M., &amp; Greenwood, C. R. (2014). The effects of function-based self-management interventions on student behavior. <i>Journal of Emotional and Behavioral Disorders</i>, 22(3), 149-159. doi:10.1177/1063426613476345</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>WWC Review of Function-based Interventionswwc_fba_011017.pdf <a href="#">Download</a></li> </ul> <p><b>Discussion Class 11 - Self-Management Closes Peer Review Final Paper</b></p>
Week 7		

T Jun 07 Tuesday	<p><b>Devotional: Richard Osguthorpe</b></p> <p>Promoting Generalization</p> <p><i>BCBA G21 Use procedures to promote stimulus and response generalization.</i></p> <p><i>BACB G22 Use procedures to promote maintenance.</i></p> <p><i>BCBA H5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures</i></p> <p><i>BCBA H7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.</i></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis Chapter 30 p. 714-753</li> </ul> <p><b>Discussion Class 12 - Generalization Closes</b></p>
Th Jun 09 Thursday	The Future of Special Education	<p>Textbook</p> <ul style="list-style-type: none"> <li>• SRTI Epilogue</li> </ul> <p><b>Tiered Treatment Plan Presentation</b>  <b>Discussion Class 13 - Epilogue (The Future of Special Education) Closes</b></p>
Week 8		
M Jun 13 Monday	<p>Final Exam:</p> <p>343 MCKB</p> <p>7:00pm - 10:00pm</p>	<p><b>Designing and Supporting a Tiered Treatment Plan</b>  <b>Precision Teaching/SAFMEDS</b></p>
T Jun 14 Tuesday	<p><b>Spring Exam Preparation</b>  <b>(06/14/2022 - 06/14/2022)</b></p>	
Week 11		
Th Jul 07 Thursday		