

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: 340K McKb

Office Phone: 8014228361

Email: christian_sabey@byu.edu

Cell: 8015807399

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, 5th 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.


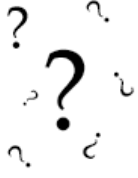
In addition, this course provides a context for intervention within a Multi-Tiered System of Supports (MTSS). Students will gain an in depth knowledge of all three levels of the system and understand how behavior analytic procedures can be implemented with fidelity and sustained in schools and clinics 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%

Materials

Item	Price (new)	Price (used)
 <p><u>Simplifying Response To Intervention - Required</u> by Buffum, A</p>	39.95	30.00
 <p><u>Applied Behavior Analysis 3e - Required</u> by Cooper, J</p>	139.99	105.00

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.

needed.

Books/Articles

You will need to access articles through the HBLL. If you are unfamiliar with how to access articles, please ask a friend or meet with one of the librarians.

Assignments

Assignment Descriptions

Hope Nail Biting Case

May
18

Due: Thursday, May 18 at 11:59 pm

Turn in the graph and responses to the questions on the Hope Nail Biting case.

ABA-based Instructional Strategies Presentation

May
30

Due: Tuesday, May 30 at 11:59 pm

Pick one of the the listed instructional strategies and do the following:

- Find the available evidence/literature on the strategy
- Prepare a 15-20 min presentation on the strategy including:
 - Description/demonstration of the strategy (video)
 - Identify and explain the behavioral mechanisms/principles that underly the strategy
 - Describe the evidence for this strategy
 - For whom is it likely to be effective?
 - In what circumstances?
 - What training is needed to implement?
 - Describe in what circumstances you would anticipate the strategy being most effective.

Data-Based Problem Solving Case

May
30

Due: Tuesday, May 30 at 11:59 pm

Complete the three IRIS modules (you do not need to turn anything in for them). Then complete and turn in the attached case study.

Module #1: <https://iris.peabody.vanderbilt.edu/module/rti01/>

Module #2: <https://iris.peabody.vanderbilt.edu/module/rti02/>

Module #3: <https://iris.peabody.vanderbilt.edu/module/rti04/>

Case Study Assignment: RTI- Data-Based Decision Making.pdf [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=1ded0efb-lpw7-mCqj-X9ZV-D09a21b6e63f&](#)

[pubhash=oHyse4D3zjpKDI8IDKBGc3_fGcRtbC4CgNhm8FLJwE39j2S7950PnoGdGvwK89JCAPtFJ2yQDKD](#)

You have until the end of the day on Tuesday the 30th to turn this in.

Quality Indicators Article Presentation

Jun

06

Procedures

- 1) You and a partner will select a research article addressing a practice that you use or would like to use in your job.
- 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

Best Available Evidence

Jun

08

Due: Thursday, Jun 08 at 4:30 pm

You and your will select a practice/intervention/program/procedure commonly used in your service delivery context. You will then prepare a 10 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.

BCBA Task List Report 1

Jun

13

Due: Tuesday, Jun 13 at 11:59 pm

Pick two of the identified tasks from the list (see Google Sheet). Prepare a 15-20 min presentation for each task that you will share with the class. (Submit the presentation via Learning Suite.) The presentation should include:

- Underlying behavioral principles or mechanisms
- Key points for understanding the task (e.g., description, procedures)
- How the task relates to academic and/or behavioral problem solving
- Examples of how, when, and where the task might be applied
- Any cautions related to the task
- Refer to at least one study per presentation.

Personal Behavior Change

Jun

15

Due: Thursday, Jun 15 at 11:59 pm

Please include the following in your personal behavior change project.

1. Operational definition of the behavior in this format: "The behavior is X, which is defined as X. It will be measured and reported as X.
2. Identify a goal for this behavior.
3. Baseline data: Must include at least 3 data points.
4. Description of the intervention that you used to try to change the behavior. Please describe the intervention in enough detail that someone could replicate the intervention.
5. Evaluation of why you selected that intervention. Please use behavioral language to provide a

5. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
6. Intervention data: Must include at least 3 data points.
7. Implementation fidelity data: Create and use a measure of implementation fidelity. Include the implementation fidelity on your graph.
8. Make some adjustment to your intervention to address one of the following: implementation fidelity, intensification, identification of a new intervention. Provide a justification for the adjustment.
9. Include a second intervention phase with the adjusted intervention: Must include at least three data points.
10. Indicate whether or not the intervention and adjustment worked and why you think it did or didn't work. Refer to the data and behavioral principles in your discussion.

What you need to turn in:

- Behavior definition in the form described above
- An implementation fidelity checklist or related measure
- A well designed line graph including a baseline phase, a treatment phase, and an adjusted treatment phase.
 - Include implementation fidelity data in the graph
- A narrative interpretation of the results and justification for your conclusions.

BCBA Task List Report 2

Jun
15

Due: Thursday, Jun 15 at 11:59 pm

Pick two of the identified tasks from the list (see Google Sheet). Prepare a 15-20 min presentation for each task that you will share with the class. (Submit the presentation via Learning Suite.) The presentation should include:

- Underlying behavioral principles or mechanisms
- Key points for understanding the task (e.g., description, procedures)
- How the task relates to academic and/or behavioral problem solving
- Examples of how, when, and where the task might be applied
- Any cautions related to the task
- Refer to at least one study per presentation.

Problem Solving Case

Jun
20

Due: Tuesday, Jun 20 at 11:59 pm

Work through the Problem Solving Process with an existing problem in your work setting:

1. Identify and describe the problem with precision.
 - a. Indicate and include what data you used to identify the problem
2. Write one or more hypotheses for why it's happening.
 - a. Indicate and include what data you used to develop these hypotheses
3. Identify a change (e.g., intervention, treatment, system support) that will be made.

- a. Indicate and include what data you used to identify the proposed change.
4. Indicate whether or not the change worked
 - a. Indicate and include the data you used to come to that conclusion.

Attendance

Jun
23

Due: Friday, Jun 23 at 11:59 pm

Please mark your own attendance at the beginning of each class.

Point Breakdown

Categories	Percent of Grade
Assignments	30.77%
Presentations	30.77%
Attendance	38.46%

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)

impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Topic	Reading
Week 1		
T May 02 Tuesday	Start of Classes (1st day) Course Overview Introductions Problem Solving	Please listen to this entire series before we meet on the first day https://features.apmreports.org/sold-a-story/

Th May 04 Thursday

Evidence-based Practice

*BACB
H2 Identify potential interventions based on assessment results and the best available scientific evidence.*

*BACB H3
Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.*

*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.*

*CEC-ADV
4.1 Special education specialists evaluate research and*

Read

- Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, F. (2014). Council for Exceptional Children: Standards for evidence-based special education. *Teaching Exceptional Children*, 46(6), 20-27.
- Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based framework for making effective decisions. *Education and Treatment of Children*, 34(2), 127-151.
- Slocum, T. A., Spencer, T. D., & Detrich, R. (2012). Best available and complementary approaches. *Education and Treatment of Children*, 34(2), 152-161.

	<i>inquiry to identify</i>	
	<i>effective practices.</i>	
Week 2		
T May 09 Tuesday		
Th May 11 Thursday	Problem Solving	<p>Read this: Four_Step_Problem_Solving_Process.pdf Download</p> <p>Complete this course: https://flpsrti.thinkific.com/courses/ps-ov</p> <p>Study this site including watching the videos: https://www.pbdecision-making</p>
Week 3		
T May 16 Tuesday	Data-based decision making.	<p>READ:</p> <p>Ledford, J. R., Lane, J. D., & Severini, K. E. (2018). Systematic t assessing outcomes in single case design studies. <i>Brain Impair.</i></p> <p>Spillane, J. P. (2012). Data in practice: Conceptualizing the data-phenomena. <i>American Journal of Education</i>, 118(2), 113-141.</p> <p>Hoogland, I., Schildkamp, K., Van der Kleij, F., Heitink, M., Kippe Dijkstra, A. M. (2016). Prerequisites for data-based decision ma Research evidence and practical illustrations. <i>Teaching and teac</i></p> <p>SKIM (understand the results and discussion):</p> <p>Hebbecker, K., Förster, N., Forthmann, B., & Souvignier, E. (202 making in schools: Examining the process and effects of teacher <i>Educational Psychology</i>, 114(7), 1695.</p>
Th May 18 Thursday	What is the problem?	<p>Chapter 27 Applied Behavior Analysis 3rd Edition Cooper, Heror</p> <p>Oliver, A. C., Pratt, L. A., & Normand, M. P. (2015). A survey of fi assessment methods used by behavior analysts in practice. <i>Jou. Analysis</i>, 48(4), 817-829.</p> <p>Simplifying Response to Intervention Chapters 1-2, 5.</p>
Week 4		

T May 23 Tuesday	<p>Universal Screening</p> <p>Guest Lecture: Ellie Young, Universal Screening.</p>	<p>Read and watch videos on this site: https://www.ci3t.org/screen</p> <p>Study this website: https://intensiveintervention.org/resource/screen overviews</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Handbook_of_Response_to_Intervention_The_Science_a..._-_ (Applied_Behavior_Analysis_A_Foundation_for_Response_to_Intervention_The_Science_a..._-_ (Screening_Assessment_Within_a_Multi-Tiered_System_of_Support_Current_P...).pdf Download 2. Handbook_of_Response_to_Intervention_The_Science_a..._-_ (Screening_Assessment_Within_a_Multi-Tiered_System_of_Support_Current_P...).pdf Download 3. Advancing the Large-Scale Implementation of Applied Behavior Analysis.pdf Download
Th May 25 Thursday	<p>Why is it happening?</p>	<p>The Assessment of Basic Learning Abilities Test for Predicting Learning Disabilities A Review.pdf Download</p> <p>Best_Practices_in_Using_Curriculum-Based_Measurements.pdf Download</p>
Week 5		
M May 29 Monday	<p>Memorial Day</p>	
T May 30 Tuesday		
W May 31 Wednesday		
Th Jun 01 Thursday	<p>What should be done?</p>	<p>What_Counts_as_Good_Evidence_published_version.pdf Download</p> <p>What counts as evidence in evidence-based practice-.pdf Download</p> <p>IRIS Module: https://iris.peabody.vanderbilt.edu/module/ebp_01/</p> <p>Read BCBA Ethics Code 2.12-2.16</p>
Week 6		
T Jun 06 Tuesday	<p>Did it work?</p>	

W Jun 07 Wednesday		
Th Jun 08 Thursday	Best Available Evidence	Zoom link: https://byu.zoom.us/j/94681140286?pwd=Nm9EeXRGbDIxdElxbVp5VVorTGM4UTC
Week 7		
T Jun 13 Tuesday	BCBA task list 1	Zoom link: https://byu.zoom.us/j/96137336556?pwd=UGxhZlF0UU1qUnZTTVQyZ21SbmdnQT
Th Jun 15 Thursday	BCBA task list 2	Zoom link: https://byu.zoom.us/j/97780806465?pwd=Szcvc2hjWStWQmhPTHJyUHBPbjFnQTC
Week 8		
M Jun 19 Monday	Juneteenth Final Exam: 343 MCKB 7:00pm - 10:00pm	
T Jun 20 Tuesday	Last Day of Class Monday Instruction	
W Jun 21 Wednesday	Exam Preparation Day	
Th Jun 22 Thursday	Final Exam Day	
F Jun 23 Friday		