

Instructor/TA Info

Instructor Information

Name: Jared Morris

Office Location: 340L MCKB - Brigham Young University

Office Phone: 801-422-1408

Email: jared.morris@byu.edu

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

materials

Item	Price (new)	Price (used)
 <p><u>Simplifying Response to Intervention - Required</u> by Buffum, A</p>	43.95	33.00
 <p><u>Applied Behavior Analysis 3e - Required</u> by Cooper, J</p>	153.35	115.00

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.

Assignments**Assignment Descriptions****Data-Based Problem Solving Case**

Jan
25

Due: Thursday, Jan 25 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=8a467c38-ubGn-3exl-0g9C-](#)

[gA4ee1d9dff&pubhash=SX_KdITJae8r2ur2tfkgJrvstdGXMb8dnXQx9_7s9J7VYON6tT0iHytgR5ZvTXC43pmAODM3XdtjMEO](#)

ABA-based Instructional Strategies Presentation

Feb
08

Due: Thursday, Feb 08 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 underlie 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.

Explicit Instruction Post Quiz

Feb
15

Due: Thursday, Feb 15 at 8:00 pm

Explicit Instruction Pre Quiz

Feb
15

Due: Thursday, Feb 15 at 8:00 pm

Personal Behavior Change

Feb
23

Due: Friday, Feb 23 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. 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.

Practical Article Presentation

Mar
07

Due: Thursday, Mar 07 at 11:59 pm

Procedures

- 1) Select a research article addressing a practice that you use or would like to use in your job.
- 2) Prepare a 10 min presentation where you will share the research
- 3) Be prepared to field questions during the presentation

Extra Credit

Mar
07

Due: Thursday, Mar 07 at 11:59 pm

Thank you for sitting at the extra credit table or choosing the right and joining the extra credit table.

Intensification Paper

Mar
14

Due: Thursday, Mar 14 at 11:59 pm

Identify a specific /intervention and develop a conceptually consistent approach to intensification using the intensification framework. You may want to begin by summarizing the logic of intensification and then examining the recommendations for intensification from a behavior analytic viewpoint. Then suggest alterations to the framework that are consistent with your selected practice and relevant given the concepts and principles we have discussed.

- Follow APA 7th edition format for a student paper
- Maximum of 4-5 pages (title page included)
- Five citations to support your claims

<https://intensiveintervention.org/implementation-intervention/taxonomy-intervention-intensity>

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *Teaching Exceptional Children, 50*(1), 35-43.

Best Available Evidence

Mar
28

Due: Thursday, Mar 28 at 4:30 pm

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, and an answer to the statement, "what works, with whom, under what conditions" relative to the practice you identified.

BCBA Task List Report 1

Apr
04

Due: Thursday, Apr 04 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.

Discussion Leader

Apr
11

Due: Thursday, Apr 11 at 11:59 pm

Each student will choose one class period this semester to lead the class discussion for 30 to 45 minutes or so. Discussion leaders will post questions on the Digital Dialog from readings and materials for that day at least 1 week before their selected discussion. They will monitor any comments or questions on the discussion board and come to class prepared to share a summary of the online discussion and facilitate the in depth discussion among their peers. The accuracy of the discussion and the breadth of participation is the responsibility of the discussion leader.

Discussion Leaders in the past have prepared ppt presentations to summarize the questions and content from the online asynchronous chat. This is not a requirement but it can be helpful.

BCBA Task List Report 2

Apr
11

Due: Thursday, Apr 11 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.

Final Research Paper

Apr
24

Due: Wednesday, Apr 24 at 11:59 pm

In this paper you will select one research-based skill or strategy (not related to your thesis) that has been found to successfully shape, develop, and strengthen behavior in a school or clinic.

- Standard formatting conventions (APA 7th Edition, see pp. 61-67 in the APA manual)
- Times New Roman, 12 point font, 1 inch margins,
- 7 to 9 total pages (this includes the title page and references)
- Contains 10 unique citations of primary research

Point Breakdown

Categories	Percent of Grade
Discussion Leader	11.32%
Assignments	20.75%
Presentations	39.62%
Papers	28.3%
Extra Credit	0%
In-Class Learning Opportunities	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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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,

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		
Th Jan 11 Thursday	<p>Course Overview</p> <p>Introductions</p> <p>Evidence-based Practice</p> <p>Evidence-based Practice</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>Read</p> <ul style="list-style-type: none"> Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, R., Tankersley, M., & Test, D. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. <i>Teaching Exceptional Children</i>, 46(6), 206. 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. Slocum, T. A., Spencer, T. D., & Detrich, R. (2012). Best available evidence: Three complementary approaches. <i>Education and Treatment of Children</i>, 153-181. <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 2		

Th Jan 18 Thursday	<p>Problem Solving (Asynchronous Day - We will not meet on campus this day)</p> <p>Please listen to or read the entire series (episodes 1-6) of "Sold a Story" for class today. You can find information about it at the below URL:</p> <p>https://features.apmreports.org/sold-a-story/</p>	<p>Read this: Four_Step_Problem_Solving_Process.pdf Download</p> <p>Complete this course: https://flpsrti.thinkific.com/courses/ps-overview</p> <p>Begin Data Based Problem Solving Case Assignment</p>
Week 3		
Th Jan 25 Thursday	<p>Chapter 1: A New Way of Thinking</p> <p>Chapter 2: Collective Responsibility: Why Are We Here?</p>	<p>Read:</p> <p>Chapter 1 & 2 - Simplifying Response to Intervention, Four Essential Guiding Principles.</p> <p>Data-Based Problem Solving Case</p>
Week 4		
Th Feb 01 Thursday	<p>Chapter 3: Building Structures for Collaboration</p> <p>Chapter 4: Concentrated Instruction: Where Do We Need to Go?</p>	<p>Read:</p> <p>Chapter 3 & 4 - Simplifying Response to Intervention, Four Essential Guiding Principles.</p> <p>Complete Webinar on DBI: https://intensiveintervention.org/resource/leveraging-dbi-design-and-deliver-sdi</p>
Week 5		
Th Feb 08 Thursday	<p>Explicit Instruction/ Practice</p> <p>ABA-Based Instructional Strategies Presentations</p>	<p>Readings: Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. <i>Learning Disabilities Research & Practice, 32</i>(3), 140–148. doi: 10.1111/ldrp.12142</p> <p>ABA-based Instructional Strategies Presentation</p> <p>Learning Strategies Presentation Sign-up</p> <p>https://docs.google.com/document/d/1SKDI1LpITSIPgp5ybbFIEM12T6xvyaA6G9ds6vKbP7Q/edit?usp=sharing</p>
Week 6		

Th Feb 15 Thursday	Universal Screening Chapter 5: Convergent assessment: Where are we now? Explicit Instruction Post Quiz Explicit Instruction Pre Quiz	Read: Chapter 5 - Simplifying RTI Textbook Study this website: https://intensiveintervention.org/resource/screening-standards-overviews Read and watch videos on this site: https://www.ci3t.org/screening https://docs.google.com/document/d/1-0uMfc4JQk3bYQ6EDZqSrPJuvrRs1cbiQ3ZhR0HK7E/edit?usp=sharing
Week 7		
Th Feb 22 Thursday	Chapter 6: Creating a System of Interventions Chapter 7 Certain Access: How do we get every child there	Read: Chapter 5 & 6 - Simplifying Response to Intervention, Four Essential Guiding Principles.
Week 8		
Th Feb 29 Thursday	Data-based Decision Making	Study this site including watching the videos: https://www.pbis.org/topics/data-based-decision-making Complete this online course (~ 30 Minutes): https://intensiveintervention.org/five-steps-dbi Watch this video (~ 45 Minutes): https://www.youtube.com/watch?v=kCwPUqhpTu8 READ: Hebbecker, K., Förster, N., Forthmann, B., & Souvignier, E. (2022). Data-based decision-making in schools: Examining the process and effects of teacher support. <i>Journal of Educational Psychology, 114</i> (7), 1695. Hoogland, I., Schildkamp, K., Van der Kleij, F., Heitink, M., Kippers, W., Veldkamp, B., & Dijkstra, A. M. (2016). Prerequisites for data-based decision making in the classroom: Research evidence and practical illustrations. <i>Teaching and teacher education, 60</i> , 377-386. Spillane, J. P. (2012). Data in practice: Conceptualizing the data-based decision-making phenomena. <i>American Journal of Education, 118</i> (2), 113-141.
Week 9		
Th Mar 07 Thursday	Intensifying Instruction Article Presentations Extra Credit	Practical Article Presentation Begin Intensification Paper if you haven't already (Due in one week)
Week 10		

Th Mar 14 Thursday	CBM	<p>The Assessment of Basic Learning Abilities Test for Predicting Learning of Persons With Intellectual Disabilities A Review.pdf Download</p> <p>Best_Practices_in_Using_Curriculum-Based_Measureme.pdf Download</p> <p>Intensification Paper</p> <p>Complete the below IRIS module:</p> <p>IRIS Module: https://iris.peabody.vanderbilt.edu/module/pmm/</p>
Week 11		
Th Mar 21 Thursday	Behavioral Momentum, Positive Reinforcement/ Preference Assessment/Token Economies	<p>Read</p> <ul style="list-style-type: none"> • Applied Behavior Analysis <ul style="list-style-type: none"> ◦ Ch. 11 Positive Reinforcement p. 252-286 • Soares, D. A., Harrison, J. R., Vannest, K. J., & 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/SPR45-4.379-399 • Cowan, R. J., Abel, L., & 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. doi:10.1007/s10803-017-3076-6 <p>Review</p> <ul style="list-style-type: none"> • Applied Behavior Analysis <ul style="list-style-type: none"> ◦ Ch. 28 Token Economies p. 656 - 664 • Applied Behavior Analysis p. 619-621, High-Probability Instructional Sequence. • 01_HPRS_Implementation-Checklist.pdf Download
Week 12		
Th Mar 28 Thursday	Best Available Evidence	Best Available Evidence
Week 13		
Th Apr 04 Thursday	BCBA Task list Presentations #1	BCBA Task List Report 1
Week 14		

Th Apr 11 Thursday	BCBA task list Presentations #2 Course Wrap-up	BCBA Task List Report 2 Discussion Leader Read: BCBA Task List, 5th Edition and 6th Edition
Week 15		
W Apr 17 Wednesday	Last Day of Class	
Th Apr 18 Thursday	Exam Preparation Day	
Week 16		
T Apr 23 Tuesday	Final Exam Day	
W Apr 24 Wednesday	Final Exam: 343 MCKB 7:00pm - 10:00pm	Final Research Paper