

Instructor/TA Info

Instructor Information

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Course Information

Description

The purpose of this course is to provide students with advanced training in the theory, practices, procedures, and evaluation of Positive Behavior Support systems in schools. Students will participate in a variety of applied activities to develop a strong foundation in the assessment of problem behavior and the application of tailored, effective interventions. Specifically, students will learn to (a) assess problem behavior using functional behavioral assessment methods, (b) design and implement positive behavior support interventions, (c) establish positive learning environments that prevent the development and escalation of problem behavior, and (d) evaluate the impact of school-wide behavior supports on critical school outcomes.

Materials

No materials

Learning Outcomes

Learning Outcomes

After participating in this course, students will be able to:

1. Identify empirically-supported treatments appropriate for Tier 2 group intervention and support;
2. Describe and apply targeted social skills instruction in school settings;
3. Describe and apply BEP and CICO procedures to school settings;
4. Describe and apply self-management strategies and interventions;
5. Describe and apply a functional approach to individualized behavior support;
6. Design and implement FBA procedures including Functional Analysis and TBFA;
7. Design and implement comprehensive behavior management support plans that are based on FBA information;
8. Utilize assessment data to develop strategies to encourage the development of verbal behavior;
9. Describe the necessary components of a comprehensive system of behavioral support for students with severe problem behaviors;
10. Appropriately communicate information about assessment, intervention, and outcomes with parents, school professionals, and students;

CEC Advanced Preparation Standards

2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
 - b. Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
 - b. Special educators continuously broaden and deepen professional knowledge and expand expertise

- b. Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- c. Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

BCBA Standards

Behavior-Change Considerations

- **C-01** State and plan for the possible unwanted effects of reinforcement.
- **C-02** State and plan for the possible unwanted effects of punishment.
- **C-03** State and plan for the possible unwanted effects of extinction.

Behavior Change Systems

- **F-01** Use self-management strategies.
- **F-02** Use token economies and other conditioned reinforcement systems.
- **F-07** Use functional communication training.
- **F-08** Use augmentative communication systems.

Fundamental Elements of Behavior Change

- **D-08** Use discrete-trial and free-operant arrangements.
- **D-09** Use the verbal operants as a basis for language assessment.
- **D-10** Use echoic training.
- **D-11** Use mand training.
- **D-12** Use tact training.
- **D-13** Use intraverbal training.
- **D-14** Use listener training.
- **D-19** Use combinations of reinforcement with punishment and extinction.
- **D-20** Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).
- **D-21** Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).

Specific behavior change Principles

- **E-01** Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
- **E-02** Use discrimination training procedures.
- **E-03** Use instructions and rules.
- **E-04** Use contingency contracting (i.e., behavioral contracts).
- **E-05** Use independent, interdependent, and dependent group contingencies.
- **E-06** Use stimulus equivalence procedures.

Intervention

- **J-01** State intervention goals in observable and measurable terms.
- **J-02** Identify potential interventions based on assessment results and the best available scientific evidence.

- **J-05** Select intervention strategies based on the client's current repertoires.
- **J-06** Select intervention strategies based on supporting environments.
- **J-07** Select intervention strategies based on environmental and resource constraints.
- **J-08** Select intervention strategies based on the social validity of the intervention.
- **J-09** Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
- **J-10** When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- **J-11** Program for stimulus and response generalization.
- **J-12** Program for maintenance.
- **J-13** Select behavioral cusps as goals for intervention when appropriate.
- **J-14** Arrange instructional procedures to promote generative learning (i.e., derived relations).
- **J-15** Base decision-making on data displayed in various formats.

Implementation, Management, & Supervision

- **K-01** Provide for ongoing documentation of behavioral services.
- **K-02** Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
- **K-03** Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures
- **K-04** Design and use effective performance monitoring and reinforcement systems.
- **K-05** Design and use systems for monitoring procedural integrity.
- **K-06** Provide supervision for behavior-change agents.
- **K-07** Evaluate the effectiveness of the behavioral program.
- **K-08** Establish support for behavior-analytic services from direct and indirect consumers.
- **K-09** Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
- **K-10** Arrange for the orderly termination of services when they are no longer required.

Discretionary topics

- **D-09** Use the verbal operants as a basis for language assessment.
- **D-10** Use echoic training.
- **D-11** Use mand training.
- **D-12** Use tact training.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

E

0%

Grading Policy

Late assignments are a struggle for me. So, if you turn in an assignment late, I will try to get it graded, but cannot guarantee that it will get graded. Additionally, if I do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed at home, in school, and in life.

PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.

Participation Policy

All quizzes and much of the class participation will occur in class via Nearpod. During each class, there will be five to ten quiz questions. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, **there will be no way to make up a quiz**. We will drop the lowest quiz score, so you can miss one class without any repercussions.

Attendance Policy

Students are expected to be on time for the start of class and to participate throughout the scheduled class period. If attendance becomes a problem (i.e., someone starts missing classes), I will adjust a students grades to reflect their attendance. If you are going to miss a class, please arrange it with me prior to missing class.

Expectations

1. Attend each class session and actively participate by asking questions, answering questions, making comments, and facilitating the discussion.
2. Complete all assigned readings and assignments prior to the beginning of class.
3. Use your computer for taking notes or reading required course materials only.

Notes

Computers

I prefer to take notes using a computer however, I know that computers can be very distracting. We have a limited time together and a lot to cover. So, I would ask you to delay checking Facebook, Instagram, email, and any other site while instruction/discussion is occurring. If I notice that people are using their computers for things unrelated to class, I will address the issue with the class and may request that you not bring computers to class.

A tool that I have found very helpful is an app called Self Control (<https://selfcontrolapp.com/>). It allows you to block access to the internet for a predetermined amount of time. If you know that your computer will be a temptation, I recommend using the app. It is free.

Course content and schedule

I reserve the right to make changes to the content and schedule in order to, better address the needs of the students, better address the content, or address conflicts that may arise.

Books/Articles

All readings will be posted on line or come from books that you have used in previous courses.

Assignments

Assignment Descriptions

Quiz #1

27**Quiz#2****Jul
02**

Due: Tuesday, Jul 02 at 11:59 pm

Quiz #3**Jul
09**

Due: Tuesday, Jul 09 at 11:59 pm

Quiz #4**Jul
11**

Due: Thursday, Jul 11 at 11:59 pm

Quiz #5**Jul
16**

Due: Tuesday, Jul 16 at 11:59 pm

Tier 1 Presentation**Jul
16**

Due: Tuesday, Jul 16 at 11:59 pm

Prepare a 10 min presentation on Tier 1 - Schoolwide Positive Behavior Support that you can deliver to your school staff.

Create the presentation on any platform that you like (e.g., PowerPoint, Prezi, Google Slides, etc.)

Create a screencast of your presentation.

Submit the screencast of your presentation.



Here's a video about how to create a screencast if you need it.
Making Screencasts with Screencastify & Google Slides.mp4

Quiz #6**Jul
18**

Due: Thursday, Jul 18 at 11:59 pm

Tier 2 Presentation**Jul
25**

Due: Thursday, Jul 25 at 11:59 pm

Midterm Exam (Real)

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The exam is closed book, closed note, closed neighbor, and closed internet.

Quiz #7

Jul
30

Due: Tuesday, Jul 30 at 11:59 pm

Quiz #8

Aug
01

Due: Thursday, Aug 01 at 11:59 pm

Quiz #9

Aug
06

Due: Tuesday, Aug 06 at 11:59 pm

Tier 3 Presentation

Aug
06

Due: Tuesday, Aug 06 at 11:59 pm

Quiz #10

Aug
08

Due: Thursday, Aug 08 at 11:59 pm

Extra Credit

Aug
12

Due: Monday, Aug 12 at 11:59 pm

Extra credit

Topic Presentation

Aug
12

Due: Monday, Aug 12 at 11:59 pm

Select a topic that you will teach to the class.

Prepare a 30 min presentation on that topic. You need to describe what is happening in PBS related to your topic (e.g., popular interventions, big ideas, the state of the research, the state of practice). The purpose of your presentation is to bring the class up to speed on your topic. You might consider describing how your topic has developed over time (e.g, juvenile justice began as schoolwide, then alternative school settings, then juvenile justice) and what meaningful contributions your topic is making to the field currently.

You will be graded on the content (i.e., do you cover the big ideas on that topic?), your organization (i.e., do the ideas flow from one to the next in a cohesive narrative?), and your presentation (i.e., is the presentation informative and engaging?).

You are welcome to include group activities in your presentation so long as they don't take up more than a total of about 5 min.

You need to send me two research articles on the topic prior to your presentation.

Teach that topic to the class.

Final (Real)**Aug
12**

Due: Monday, Aug 12 at 11:59 pm

This is a closed book, closed note, closed internet, closed neighbor exam.

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

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

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Schedule

Date	Column 1	Column 2
Week 1		
T Jun 25 Tuesday	Course introduction and introduction to PBIS	The Intellectual Roots of Positive Behavior Support and Their Implications for Its Development.pdf Download Overview and History of Positive Behavior Support.pdf Download Positive Behavior Support- Evolution of an Applied Science.pdf Download
Th Jun 27 Thursday	Positive Behavior Support and Applied Behavior Analysis	School-wide PBIS- An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance.pdf Download Positive Behavior Support and Applied Behavior Analysis.pdf Download PBIS Is (Not) Behavior Analysis- a Response to Horner and Sugai (2015).pdf Download A Reply to the Commentaries on BSchool-wide PBIS- An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance by Horner and Sugai (2015)- PBIS is Function over Form- The Clear Behavioral Roots and Opportunities the PBIS Framework presents to the Field of Behavior Analysis Moving Forward.pdf Download
Week 2		
T Jul 02 Tuesday	Schoolwide Positive Behavior Support Christian will be out of town. You will complete a self-paced Nearpod lesson.	Defining and Describing Schoolwide Positive Behavior Support.pdf Download Positive Behavior Support- A Proposal for Updating and Refining the Definition.pdf Download
Th Jul 04 Thursday	Independence Day Holiday	
Week 3		

T Jul 09 Tuesday	PBS Tier 1	<p>16 Primary Tier Interventions and Supports.pdf Download</p> <p>Validity of Office Discipline Referral Measures as Indices of School-Wide Behavioral Status and Effects of School-Wide Behavioral Interventions.pdf Download</p> <p>Using Office Discipline Referral Data for Decision Making About Student Behavior in Elementary and Middle Schools.pdf Download</p> <p>https://www.winginstitute.org/evidence-based-education-measurement</p>
Th Jul 11 Thursday	<p>Tier 1 Bully Prevention</p> <p>Good Behavior Game</p>	<p>BULLY PREVENTION IN POSITIVE BEHAVIOR SUPPORT.pdf Download</p> <p>Students' Perspectives on Bullying.pdf Download</p> <p>GOOD BEHAVIOR GAME- EFFECTS OF INDIVIDUAL CONTINGENCIES FOR GROUP CONSEQUENCES ON DISRUPTIVE BEHAVIOR IN A CLASSROOM.pdf Download</p> <p>Good Behavior Game.pdf Download</p>
Week 4		
T Jul 16 Tuesday	PBS Tier 2	<p>Secondary-Tier Interventions and Supports.pdf Download</p> <p>Intensifying Instruction- Reed and Stevenson[2].pdf Download</p>
W Jul 17 Wednesday		
Th Jul 18 Thursday	Check-In Check-Out	<p>CHECK-IN CHECK-OUT- A SYSTEMATIC EVALUATION AND COMPONENT ANALYSIS.pdf Download</p> <p>A Systematic Review of the Empirical Support for Check-In Check-Out.pdf Download</p> <p>A Review of Tier 2 Interventions Conducted Within Multitiered Models of Behavioral Prevention..pdf Download</p>
Week 5		

Week 6		
T Jul 30 Tuesday	Functional Analysis Function Based Interventions	
Th Aug 01 Thursday	Functional Analysis Function Based Interventions	10.1007%2F978-0-387-09632-2_18 (1).pdf Download Hanley_et_al-2003-Journal_of_Applied_Behavior_Analysis.pdf Download BCBA kit .xlsx Download
Week 7		
T Aug 06 Tuesday	Data-based decision making Problem solving	10.1007%2F978-0-387-09632-2_23 (1).pdf Download 663283 (1).pdf Download
Th Aug 08 Thursday	Scale-up and Dissemination	ContentServer.asp_T=P&P=AN&K=84513029&S=R&D=aph&EbscoContent=dGJyMNxb4kSeqLM4yOvqOLCmr1Cep7RSr6a.pdf Download Weisz_et_al-2004-Clinical_Psychology%3A_Science_and_Practice.pdf Download
Week 8		
M Aug 12 Monday	Final Online Final Exam: 341 MCKB 1:00pm - 2:50pm	
T Aug 13 Tuesday	Summer Exam Preparation (08/13/2019 - 08/13/2019)	

W Aug 14 Wednesday

**First Day of
Summer Final
Exams**

**(08/14/2019 -
08/15/2019)**

Final Exam:

341 MCKB

1:00pm -
2:50pm