GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM / SPECIAL EDUCATION
EDSE 623 5S1 and PSYC 623 001
APPLIED BEHAVIOR ANALYSIS: ASSESSMENTS AND INTERVENTIONS
Spring 2012
Thursdays, 4:30 – 7:10
Room 113 Kellar Annex II
10396 Democracy Lane, Fairfax, VA 22030
3 Credit Hours

PROFESSOR

Name	Theodore A. Hoch, Ed.D., B.C.B.A.-D.
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Office Hours	Tuesday from 1:30 – 3:30, Thursday from 3:00 – 4:00, and by appointment

COURSE DESCRIPTION

A   **Prerequisite**. Completion of EDSE 619 or consent of instructor.

B   **Description.** Further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

NATURE OF COURSE DELIVERY. Lecture, discussion, written assignments, in-class exercises, and asynchronous online discussion.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS. This course is designed to enable students to perform as described by the Council for Exceptional Children's Standard 7 (Instructional Planning) and as described by the following objectives, taken from the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*:

Course Objective Number	Objective	BACB TL or GRC Item
1	Obtain informed consent within applicable ethical and legal standards.	TL 1-4
2	Assist the client with identifying lifestyle or systems change goals and targets for change that are consistent with applied dimension of applied behavior analysis, applicable laws, and the ethical and professional standards of the profession of applied behavior analysis.	TL 1-5, a-c
3	Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio of taking alternative actions.	TL 1-6
4	Use the most effective assessment and behavior change procedures within applicable ethical standards, taking into consideration the guideline of minimal intrusiveness of the procedure to the client.	TL 1-8
5	Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.	TL 1-12
6	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.	TL 2-1
7	Interpret articles from the behavior analytic literature.	TL 2-7
8	State the primary characteristics of and rationale for conducting a descriptive assessment.	TL 4-1
9	Gather descriptive data.	TL 4-2
10	Select and use various assessment methods.	TL 4-2, 4-3, & 4-5 a & b
11	Organize and interpret descriptive data.	TL 4-3
12	State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment	TL 4-4

Course Objective Number	Objective	BACB TL or GRC Item
13	Conduct functional analyses.	TL 4-5
14	Organize and interpret functional analysis data.	TL 4-6
15	Systematically manipulate independent variables to analyze their effects on treatment.	TL 5-1
16	Use competency based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.	TL 10-1
17	Use effective performance monitoring and reinforcement systems.	TL 10-2
18	Design and use systems for monitoring treatment integrity.	TL 10-3
19	Establish support for behavior analysis services from persons directly and indirectly involved with these services.	TL 10-4
20	Secure support of others to maintain the clients' behavioral repertoires in their natural environments.	TL 10-5
21	Provide behavior analysis services I collaboration with others who support and / or provide services to one's clients.	TL 10-6
22	Reliance on scientific knowledge	GRC 1.01
23	Professional and scientific relationships	GRC 1.06B
24	Responsibility	GRC 2.02
25	Definition of client	GRC 2.01
26	Consultation.	GRC 2.03
27	Treatment efficacy.	GRC 2.09
28	Interrupting or terminating services.	GRC 2.15
29	Assessing behavior.	GRC 3.0
30	Environmental conditions that preclude implementation.	GRC 3.01
31	Environmental conditions that hamper implementation.	GRC 3.02
32	Functional Assessment.	GRC 3.03
33	Describing Program Objectives.	GRC 3.06
34	Behavioral Assessment Approval.	GRC 3.07
35	Describing conditions for program success.	GRC 3.08
36	Explaining assessment results.	GRC 3.09
37	The behavior analyst and the individual behavior change program.	GRC 4.0
38	Approving interventions.	GRC 4.01
39	Reinforcement / punishment.	GRC 4.02
40	Avoiding harmful reinforcers.	GRC 4.03
41	Ongoing data collection.	GRC 4.04
42	Program modifications.	GRC 4.05
43	Program modification consent.	GRC 4.06
44	Least restrictive procedures.	GRC 4.07
45	Termination criteria.	GRC 4.08
46	Terminating clients.	GRC 4.09
47	The behavior analyst as teacher and/or supervisor.	GRC 5.0
48	Designing competent training programs.	GRC 5.01
49	Limitations on training.	GRC 5.02

REQUIRED TEXT

Sidman, M. (2001). *Coercion and its fallout.* Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

Download a **Task List (4th Ed.), Disciplinary Standards,** and **Guidelines for Responsible Conduct (2010 Ed.)** from the Behavior Analyst Certification Board's website (www.bacb.com).

ARTICLES

You may find the following articles on e-reserve through the GMU library. Your instructor will provide you with a password as soon as it becomes available. Two of these references for chapters that you instructor will provide to you.

Asmus, J.M., Vollmer, T.R., & Borrero, J.C. (2002). Functional behavioral assessment: A school-based model. *Education and Treatment of Children, 25* (1), 67 – 90.

Berg, W.K., Peck, S., Wacker, D.P., Harding, J., McComas, J., Richman, D., & Brown, K. (2000). The effects of presession exposure to attention on the results of assessments of attention as a reinforcer. *Journal of Applied Behavior Analysis, 33* (4), 463 – 477.

Bijou, S.W., Peterson, R.F., & Ault, M.H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis, 1* (2), 175 – 191.

Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment fo Children, 30* (4), 67 – 80.

Bosma, A., & Mulick, J.A. (1990). Brief report: Ecobehavioral assessment using transparent scatter plots. *Behavioral Residential Treatment, 5* (2), 167 – 140.

Derby, K.M., Wacker, D.P., Sasso, G., Steege, M., Northup, J., Cigrand, K., & Asmus, J. (1992). Brief functional assessment techniques to evaluate aberrant behavior in an outpatient setting: A summary of 79 cases. *Journal of Applied Behavior analysis, 25* (3), 713 – 721.

Falcomata, T.S., Roane, H.S., Feeney, B.J., & Stephenson, K.M. (2010). Assessment and treatment of elopement maintained by access to stereotypy. *Journal of Applied Behavior Analysis, 43* (3), 513 – 517.

Goh, H.L., Iwata, B.A., Shore, B.A., DeLeon, I.G., Lerman, D.C., Ulrich, S.M., & Smith, R.G. (1995). An analysis of the reinforcing properties of handmouthing. *Journal of Applied Behavior Analysis, 28* (3), 269 – 283.

Hagopian, L.P., Fisher, W.W., Thompson, R.H., & Owen-DeSchryver, J. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis, 30* (2), 313 – 326.

Hoch, T.A., (2007). Why did my kid do that? Using scatterplots to identify factors contributing to behavioral difficulties. In D. Linville & K.M. Hertlein (Eds.), *The therapist's notebook for family healthcare: Homework, handouts, and activities for individuals, couples, and families coping with illness, loss, and disability.* Binghamton, NY: Haworth Press.

Hoch, T.A., Hammell, C.E., Hajimihalis, C., Brodeur, D.K., & Johnson, S.D. (1996). A descriptive comparison of two zone discrimination reinforcer assessment procedures. *Education and Treatment of Children, 19* (2), 153 – 169.

Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans: A technical brief. *Exceptionality, 8* (3), 205 – 215.

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27* (2), 197 – 209.

Johnson, C.R., Handen, B.L., Butter, E., Wagner, A., Mulick, J., Sukhodolsky, D.G., Williams, S., Swiezy, N.A., Arnold, L.E., Aman, M.G., Scahill, L., Stigler, K.A., McDougle, C.J., Vitiello, B., & Smith, T. (2007). Development of a parent training program for children with pervasive developmental disorders. *Behavioral Interventions, 22*, 201 – 221.

Kahng, S.W., Iwata, B.A., & Fischer, S.M. (1998). Temporal distributions of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis, 31* (4), 503-604.

Lang, R., Davis, T., O'Reilly, M., Machalicek, W., Rispoli, M., Sigafoos, J., Lancioni, G., & Register, A. (2010). Functional analysis and treatment of elopement across two school settings. *Journal of Applied Behavior Analysis, 43* (1), 113 – 118.

LaRue, R.H., Lenard, K., Weiss, M.J., Bamond, M., Palmieri, M., & Kelley, M.E. (2010). Comparison of traditional and trial based methodologies for conducting functional analyses. *Research in Developmental Disabilities, 31*, 480 – 487.

Lerman, D.C., Hovanetz, A., Strobel, M., & Tetreault, A. (2009). Accuracy of teacher-collected descriptive analysis data: A comparison of narrative and structured recording formats. *Journal of Behavioral Education, 18*, 157 – 172.

Love, J.R., Carr, J.E., Almason, S.M., & Petursdottir, A.I. (2009). Early and intensive behavioral services for autism: A survey of clinical practices. *Research in Autism Spectrum Disorders, 3*, 421 – 428.

MacDonald, A., & Hume, L. (2010). The use of multi-element behaviour support planning with a man with severe learning disabilities and challenging behaviour. *British Journal of Learning Disabilities, 38*, 280 – 285.

Matson, J.L., Mahan, S., & LoVullo, S.V. (2009). Parent training: A review of methods for children with developmental disabilities. *Research in Developmental Disabilities, 30*, 961 – 968.

Nahgahgwon, K.N., Umbreit, J., Liaupsin, C.J., & Turton, A.M. (2010). Funciton-based planning for young children at risk for emotional and behavioral disorders. *Education and Treatment of Children, 33* (4), 537 – 599.

Najdowski, A.C., Wallace, M.D., Reagon, K., Penrod, B., Higbee, T.S., & Tarbox, J. (2010). Utilizing a home-based parent training approach in the treatment of food selectivity. *Behavioral Interventions, 25*, 89 – 107.

Neef, N.A. (1995). Pyramidal parent training by peers. *Journal of Applied Behavior Analysis, 28* (3), 333 – 337.

Neidert, P.L., Dozier, C.L., Iwata, B.A., & Hafen, M. (2010). Behavior in intellectual and developmental disabilities. *Psychological Services, 7* (2), 103-113.

Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis, 24* (3), 509 – 522.

O'Reilly, M.F. (1996). Assessment and treatment of episodic self-injury: A case study. *Research in Developmental Disabiltiies, 17* (5), 349 – 361.
Paclawskyj, T.R., & Vollmer, T.R. (1995). Reinforcer assessment for children with developmental disabiliites and visual impairments. *Journal of Applied Behavior Analysis, 28* (2), 219 – 224.

Parsons, M.B., & Reid, D.H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Beahvior Analysis, 28* (3), 317 – 322.

Pelios, L., Morren, J., Tesch, D., & Axelrod, S. (1999). The impact of functional analysis methodology on treatment choice for self-injurious and aggressive behavior. *Journal of Applied Behavior Analysis, 32* (2), 185 – 195.

Peterson, S.M.P., Derby, K.M., Berg, W.K., & Horner, R.H. (2002). Collaboration with families in the functional behavior assessment of and intervention for severe behavior problems. *Education and Treatment of Children, 25* (1), 5 – 25.

Pyles, D.A.M., Muniz, K., Cade, A., & Silva R. (1997). A behavioral diagnostic paradigm for integrating behavior-analytic and psychopharmacological interventions for people with a dual diagnosis. *Research in Developmental Disabilities, 18* (3), 185 – 214.

Rojahn, J., Schroeder, S.R., & Hoch, T.A. (2007). Assessment. In Rojahn, J., Schroeder, S.R. & Hoch, T.A. (2007) *Self-injurious behavior in intellectual disabilities.* New York, NY: Elsevier, pp. 95 – 132.

Schanding, G.T., Tingstrom, D.H., & Sterling-Turner, H.E. (2009). Evaluation of stimulus preference assessment methods with general education students. *Psychology in the Schools, 46* (2), 89 – 99.

Shore, B.A., Iwata, B.A., Vollmer, T.R., Lerman, D.C., & Zarcone, J.R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis, 28* (3), 323 – 332.

Singh, N.N., Matson, J.L., Lancioni, G.L., Singh, A.N., Adkins, A.D., McKeegan, G.F., & Brown, S.W. (2006). Questions about behavioral function in mental illness (QABF- MI): A behavior checklist for functional assessment of maladaptive behavior exhibited by individuals with mental illness. *Behavior Modification, 30* (6), 739-751.

Tarbox, J., Wilke, A.E., Najdowski, A.C., Findel-Pyles, R.S., Balasanyan, S., Caveney, A.C., Chilingaryan, V., King, D.M., Niehoff, S.M., Slease, K., & Tia, B. (2009). Comparing indirect, descriptive, and functional assessments of challenging behavior in children with autism. *Journal of Developmental and Physical Disabilities, 21*, 493 – 514.

Wilder, D.A., Schadler, J., Higbee, T.S., Haymes, L.K., Bajagic, V., & Register, M. (2008). Identification of olfactory stimuli as reinforcers in individuals with autism: A preliminary investigation. *Behavioral Interventions, 23*, 97 – 103.

Zarcone, J.R., Crosland., K., Fisher, W.W., Wordsell, A.S., & Herman, K. 1999). A brief method for conducting a negative-reinforcement assessment. *Research in Developmental Disabilities, 20* (2), 107 – 124.

BLACKBOARD

As has been the practice in other courses in this sequence, we'll use Blackboard for communication, class management, and asynchronous discussion. You have been enrolled in Blackboard for this course, and your username and password are the same as they were when you last used Blackboard. Please enter Blackboard through MasonLive.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

Blackboard Discussion Board Forums. For weeks indicated below, and in conjunction with readings from Sidman (2001), respond to assigned Discussion Board Forums. Read the instructor's question and your classmates' responses. Next, respond directly to the instructor's question or to content posted by your classmates. Posts must be made before the class session for which they're assigned. Posts made on time earn two points; late posts earn one point. Up to **56 points**.

Written Assignments.   Each assignment is due at the time of the class session indicated on the syllabus. **On-time submissions can potentially earn all of the points for the given assignment; late submissions up to 90% of the possible points.**

Project 1: First session form. You will receive some sample first session materials in class. Additionally, you will have downloaded the 4th Edition of the BACB's Task List, the 2010 Guidelines for Responsible Conduct, and the Disciplinary Standards. Next, you are to imagine you have your own educational or behavior analysis consulting or treatment firm. Based on these materials and class discussion, you will develop and submit a first session form that will address each of the following:

1. Your credentials.
2. The scope of services you offer and limitations on those services.
3. Your fees and payment arrangements.
4. Confidentiality, and limits to confidentiality.
5. Parent / caregiver participation expectations.
6. Mechanism for complaints.
7. Termination criteria and procedures.

This document must be typed and submitted on paper, at the beginning of the third class session. You will receive up to two points per component for adequately addressing each of these (based on the BACB's documents), up to four points for composition (one each for correct spelling, grammar, punctuation, and sentence structure), and one point for turning your assignment in on time, and stapled. (20 points possible)

Project 2: Interview interpretation. Four interview documents will be posted on blackboard. You will read each, and then identify possible MO, SD, and Maintaining (or Inhibiting) consequence factors for each (1 point for correctly identifying one or more possible MOs, SDs, and consequences for each interview – 3 points per interview x 4 interviews = 12 points thus far). Please submit this typed, stapled, and with correct grammar, spelling, and punctuation for up to three additional points. Due at the beginning of Session 4. (15 points possible)

Project 3: ABC Data Collection and Interpretation / Scatterplot Construction and Interpretation. You will be provided with an internet link to a video you will watch. You will also be provided with a behavioral definition for a behavior on which you will record ABC data. You will next interpret the ABC data, such that you identify potentially active MOs, evocative SDs, and maintaining consequences. (5 points for correct data collection, 5 points for correct interpretation.) Next, you will be provided with some ABC data, which you will interpret as above (5 points), and which you will convert to a scatterplot (5 points). From your scatterplot, you will identify temporal patterns of occurrence and nonoccurrence for the behavior, and list three questions raised by the scatterplot for which you'd need additional information or data (5 points). You will submit this, stapled, at the beginning of the fifth session.   (25 points possible)

Project 4: Functional Analysis Checklist Interpretation. You will be provided with five completed protocols. For each, you must score the protocol, plot the data, and then name the types of potentially maintaining contingencies (e.g., positive reinforcement by contingent attention, positive reinforcement by contingent access, etc.) in rank order, from most strongly to least strongly suggested by the checklist data. One point for correctly scoring, one for correctly plotting, and one for correctly identifying and rank ordering the contingencies. Due at the beginning of the sixth session, stapled. (15 points possible)

Project 5: Analogue Functional Analysis Outcome Interpretation Project. You will be provided with five graphs depicting outcomes of analogue functional analyses. For each, you will follow the procedure described by Hagopian et al. (1997), and will determine the type(s) of contingencies that have been demonstrated to be maintaining the behaviors. **Up to 10 points (one point per analysis for correctly following the guidelines put forth by Hagopian et al. (1997), and one point for correctly identifying maintaining contingencies).**

Project 6: Normative Rate Studies. You will be provided with an internet link for a video, and an operational definition for which to watch. Read the definition. Watch the behavior. Get count data on the behavior. Next, conduct a normative rate study for that behavior. What you will submit is a typed, stapled (if more than one piece of paper) document that includes the count you obtained from watching the video, a step by step, technological description of how you conducted your normative rate study, the outcome of your normative rate study, and then a statement indicating whether the behavior of the person on the video is within the normative rate, exceeds the normative rate, or is lower than the normative rate. Due at the beginning of the 11th session. (10 points possible)

Project 7: Selecting Interventions. You will be provided with data from three completed functional assessments and with a Competing Behavior Model template. For each of the assessments you will complete the competing behavior model (based solely on the information contained in the assessments – up to 5 points per completed competing behavior model worksheet). Based on the competing behavior models you've completed, you'll select one consequence based intervention, one MO based intervention, and one immediate antecedent based intervention to decrease the identified problem behaviors (1 point each – up to 3 per data set), and will describe how each intervention selected relates to the content of the competing behavior model (up to 1 point per intervention). Due at the beginning of the 12th session, typed and stapled (2 additional points). (35 points total)

Project 8: Function Relevant Treatment and Instruction Project. You will be provided with the text of a completed functional assessment, which will include an operational definition of the behavior targeted for reduction, a completed FAI, ABC data collection records, and a scatterplot. You will need to:
1. Complete the Competing Behavior Model as described by O'Neill et al. (1997), (up to 3 points)
2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach; (up to 1 point)
3. determine the normative rate for the competing behavior you've selected; (up to 2 points)
4. determine the normative rate for the problem behavior; (up to 2 points)
5. write a behavioral objective for the terminal state of the competing behavior; (up to 2 points)
6. write a behavioral objective for the terminal state of the problem behavior; (up to 2 points)
7. name the contingencies currently maintaining the problem behavior; (up to 1 point)
8. compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior (up to 3 points)

9. compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked; (up to 3 points)
10. compose step by step instructions telling the reader how to teach or accelerate the competing behavior; (up to 3 points)
11. compose step-by-step reactive procedures to enact should the problem behavior happen; and (up to 3 points)
12. compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions. (up to 3 points) **Up to 30 points (with the last two points being for correct spelling and punctuation (1 point) and for correct grammar (1 point)).** *Please note: This assignment is the NCATE Assessment for this course. You will need to submit it no later than 7:10 pm on 5.10.12 through Taskstream. Neither e-mailed nor paper submissions of this project will be accepted.*

Does not meet expectations	Meets expectations	Exceeds expectations
Earned a score of less than 21 points on Function Relevant Treatment and Instruction Project	Earned a score of 22 – 29 points on Function Relevant Treatment and Instruction project	Earned a score of 30 points on Function Relevant Treatment and Instruction project

NOTE: Every student registered for any EDSE course with an NCATE assessment is required to submit this assessment to TASKSTREAM (regardless of whether the course is an elective, a one time course, or part of an undergraduate minor). Taskstream information is available at http://gse.gmu.edu/programs/sped. *Failure to submit the assessment to TASKSTREAM will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TASKSTREAM submission, the IN will convert to an F nine weeks into the following semester.*

Final Examination. You will complete a 50 item, multiple choice test covering the entire course content during the last evening of class.

Grading Scale

The distribution of total possible points per assignment type and grading scale are:

Description	Possible Points	Total Possible Points
Discussion Board Forums	56 points	56 points
Project 1	20 points	76 points
Project 2	15 points	91 points
Project 3	25 points	116 points
Project 4	15 points	131 points
Project 5	10 points	141 points
Project 6	10 points	151 points
Project 7	35 points	186 points
Project 8	30 points	216 points
Final Exam	50 points	266 points

A = 240 – 266 points   B – 214 – 239 points   C = 188 – 213 points   F <188 points

COURSE SCHEDULE

Class Date	Read Before Class	Course Objectives Covered	Do Before Class / Submit at Beginning of Class	Topic / Do During Class
1.26.12 1st Ssn	No Reading Beginning to work: Handling first things, first	1, 19, 21, 23, 24, 25		Review syllabus Participate in Discussion
2.2.12 2nd Ssn	Sidman, Ch 1 Love et al. (2009), Niedert et al. (2010), Pelios et al. (1999)	8, 10, 12, 29, 32, 34	Respond to DBI 1 and 2	Overview of Assessment, Treatment, and Instruction Participate in Discussion
2.9.12 3rd Ssn	Sidman Ch. 2 Pyles et al. (1997)	2, 6, 26, 49	Respond to DBI 3 and 4 Project 1 Due	Initial Interview / Identifying Appropriate Scope Project 1 Due In-Class Activity – Asking the Tough Questions
2.16.12 4th Ssn	Sidman Ch. 3 and 4, Bijou et al. (1968),), Bosma & Mulick (1990), Hoch (2007), Kahng et al. (1998), and Lerman et al. (2009)	5, 9, 11, 41	Respond to DBI 5 and 6 Project 2 Due	Baseline and functional assessment data – ABC data, Interval Sampling, Scatterplots, and Graphing; Sharing data Project 2 Due
2.23.12 5th Ssn	Sidman Ch. 5 Rojahn et al. (2007) pp. 26 – 39, Singh et al. (2006)	5, 9, 11, 41	Respond to DBI 7 and 8 Project 3 Due	More Functional Assessment Interviewing / Checklists / Practice Administering and Interpreting checklist / Participate in discussion Project 3 Due
3.1.12 6th Ssn	Sidman Ch. 6 and 7, Hagopian et al. (1997); Iwata et al. (1994); Rojahn et al. (2007), pp. 4 – 25	12, 13, 14, 15, 22,	Respond to DBI 9 and 10 Project 4 Due	Analogue functional analysis / Participate in Discussion / Practice Interpreting Analogue Functional Analysis Data Project 4 Due
3.8.12 7th Ssn	Sidman Ch. 8; Berg et al. (2000); Derby et al. (1992); Falcomata et al. (2010); Goh et al. (1995); LaRue et al (2010); O'Reilly et al. (1996)	15, 22,	Respond to DBI 11 and 12	More Analogue Functional Analysis and Other Systematic Manipulations Participate in Discussion
3.22.12 8th Ssn	Sidman Ch. 9 and 10, Asmus et al. (2002), Lang et al. (2010), Peterson et al. (2002), Tarbox et al. (2009)	12, 13, 14, 15, 22,	Respond to DBI 13 and 14 Project 5 Due	Functional Assessment and Analysis in Schools Participate in Discussion In class project – writing procedures Project 5 Due
3.29.12 9th Ssn	Sidman Ch. 11; Hoch et al. (1996), Paclawskyj & Vollmer 1995), Schanding et al. (2009), Wilder et al. (2008), Zarcone et al. 1999	39, 40	Respond to DBI 15 and 16	Reinforcer Assessment Participate in Practice and Discussion In class project – writing procedures

Class Date	Read Before Class	Course Objectives Covered	Do Before Class / Submit at Beginning of Class	Topic / Do During Class
4.5.12 10th Ssn	Sidman Ch 12; Blood & Neel (2007); Horner et al. (1999-2000); McDonald et al. (2010); Nahgahgwon et al. (2010)	4, 20, 36, 44	Respond to DBI 17 and 18	Going from Assessment to Intervention (Part I) (Includes doing Normative Rate studies) In class project – writing procedures
4.12.12 11th Ssn	Sidman Ch. 13, O'Neill et al. (1997), pp. 65 – 98; Northup et al. (1991)	18, 30, 31, 35, 37, 38, 44	Respond to DBI 19 and 20 Project 6 Due	Going from Assessment to Intervention (Part II) / Incorporating Experimental Designs and Reliability and Integrity Assessment Project 6 Due In class project – writing procedures
4.19.12 12th Ssn	Sidman Ch. 14 and 15; Johnson et al. (2007), Matson et al. (2009), Najdowski et al. (2010), Neef (1995)	16, 17, 48	Respond to DBI 21 and 22 Project 7 Due	Parents as Implementers Project 7 Due In class project – writing procedures
4.26.12 13th ssn	Sidman Ch. 16; Parsons & Reid (1995); Shore et al. (1995)	16, 17, 45, 46, 47, 48	Respond to DBI 23 and 24	Other Professionals and Paraprofessionals as Implementers
5.4.12 14th ssn	Sidman Ch. 17	42, 43	Respond to DBI 25 and 26	Keeping it Going / Terminating Services
5.10.12 15th Ssn	*Submit Project 8 (NCATE Assessment) through Taskstream by 7:10 pm*			Final Exam

EXTRA CREDIT

Students may earn 2 points extra credit for answering DB 27, and 2 for answering DB 28. In addition, students may earn 10 points per module completed for completing and submitting to their instructor completion documentation no later than 4:30 pm on 5.10.12 for these Behavior Development Solutions modules:

Behavior Change Procedures
Selecting Intervention Outcomes and Strategies.

A subscription to the Behavior Development Solutions BCBA Exam Study Modules can be purchased through this company at http://www.behaviordevelopmentsolutions.com/ .

ATTENDANCE

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session. Should you need to be absent, please contact a classmate regarding notes and other activities that took place in your absence.

COMPUTERS, CELL PHONES, iPads, and other electronics.

Please turn all of these off, and keep them put away during class time.

CONTACTING YOUR INSTRUCTOR

You can contact Dr. Hoch by phone at 703.993.5245 or by e-mail at thoch@gmu.edu.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

CEHD Values Statement

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/ .