



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 621 688: Applied Behavior Analysis: Empirical Bases
CRN: 17981, 3 - Credits

Instructor: Dr. Maranda Trahan	Meeting Dates: 01/09/14 - 03/27/14
Phone: 703-993-3670	Meeting Day(s): Thursday
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Office Hours: By appointment; before class	Meeting Location: C-11B @ Fairfax Ridge

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

Prerequisite(s): EDSE 619

Co-requisite(s): EDSE 619

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will:

- Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.
- Define, describe, identify, exemplify, and use direct measures of behavior.
- Define, describe, identify, exemplify, and use indirect measures of behavior.
- Construct and interpret equal interval graphs.
- Construct and interpret standard acceleration charts.
- Describe, identify, and exemplify single subject experimental design.
- Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
- Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
- Describe, identify, and exemplify ethical factors regarding data collection, data management, and data based decision making as described by the Guidelines for Responsible Conduct and the Disciplinary Standards.
- Read, interpret, and evaluate articles from the behavior analytic literature.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-4192-X.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Required Resources

Given the possibility of computer or internet difficulties some students may experience from time to time, **students must consider and identify alternative availability of computers and internet access** (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Go to the Behavior Analyst Certification Board website (www.bacb.com) and download the **Task List (4th ed.)** and the **Guidelines for Responsible Conduct**. We will refer to these documents throughout this course and all others in this Certificate Program. **ALSO IN COOPER BOOK.**

One of the extra credit options listed in this document will need to purchase a subscription to the BCBA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

Additional Readings

Articles listed below published in the *Journal of Applied Behavior Analysis* may be downloaded directly from the journal's website at <http://www.ncbi.nlm.nih.gov/pmc/journals/309/> . To obtain articles from the list published in other journals:

1. Go to the GMU library website at <http://library.gmu.edu/> .
2. Click on Databases.
3. Scroll down to, and click on Psych Info.
4. Type in the title or other relevant information in the search term boxes.
5. Hit Search.
6. Locate the reference for the article in the resulting list.
 - a. If there is a doi number with the reference, click on it. A pdf of the article will appear shortly.
 - b. If there is no doi number, click on MasonLink.
 - i. Select the article from the information that pops up next, or
 - ii. Request a copy of the article through interlibrary loan if it is not available through our library.
7. Alternatively, you may visit or phone the Fenwick library (703.993.2250) on the GMU Fairfax, Virginia campus and ask a librarian for assistance.

Automatically reinforced behavior:

- Contrucci Kuhn, S.A., & Triggs, M. (2009). Analysis of social variables when an initial functional analysis indicates automatic reinforcement as the maintaining variable for self-injurious behavior. *Journal of Applied Behavior Analysis*, 42 (3), 679-683.
- Falcomata, T.S., Roane, H.S., Hovanetz, A.N., Kettering, T.L., & Keeney, K.M. (2004). An evaluation of response cost in the treatment of inappropriate vocalizations maintained by automatic reinforcement. *Journal of Applied Behavior Analysis*, 37 (1), 83-87.

College instruction:

- Perrin, C.J., Miller, N., Haberlin, A.T., Ivy, J.W., Meindl, J.N., & Neef, N.A. (2011). Measuring and reducing college students' procrastination. *Journal of Applied Behavior Analysis*, 44 (3), 463-474.
- Saville, B.K., Zinn, T.E., Neef, N.A., Van Norman, R., & Ferreri, S.J. (2006). A comparison of interteaching and lecture in the college classroom. *Journal of Applied Behavior Analysis*, 39 (1), 49-61.

Community applications:

- O'Connor, R.T., Lerman, D.C., Fritz, J.N., & Hodde, H.B. (2010). Effects of number and location of bins on plastic recycling at a university. *Journal of Applied Behavior Analysis*, 43 (4), 711-715.
- Ledgerwood, D.M., Alessi, S.M., Hanson, T., Godley, M.D., & Petry, N.M. (2008). Contingency management for attendance to group substance abuse treatment administered by clinicians in community clinics. *Journal of Applied Behavior Analysis*, 41 (4), 517-526.

Compliance:

- Normand, M.P., Kestner, K., & Jessel, J. (2010). An analysis of stimuli that influence compliance during the high-probability instruction sequence. *Journal of Applied Behavior Analysis, 43* (4), 735-738.
- Scjiff, A., Tarbox, J., Lanagan, T., & Farag, P. (2011). Establishing compliance with liquid medication administration in a child with autism. *Journal of Applied Behavior Analysis, 44* (2), 381-385.

Driver safety:

- Clayton, M., Helms, B., & Simpson, C. (2006). Active prompting to decrease cell phone use and increase seat belt use while driving. *Journal of Applied Behavior Analysis, 39* (3), 341-349.
- Crowley-Koch, B.J., Van Houten, R., & Lim, W. (2011). Effects of pedestrian prompts on motorist yielding at crosswalks. *Journal of Applied Behavior Analysis, 44* (1), 121-126.

Education:

- Resetar, J.L., & Noell, G.H. (2008). Evaluating preference assessments for use in the general education population. *Journal of Applied Behavior Analysis, 41* (3), 447-451.
- Moore, J.W., & Edwards, R.P. (2003). An analysis of aversive stimuli in classroom demand contexts. *Journal of Applied Behavior Analysis, 36* (3), 339-348.
- Lannie, A.L., & Martens, B.K. (2004). Effects of task difficulty and type of contingency on students' allocation of responding to math worksheets. *Journal of Applied Behavior Analysis, 37* (1), 53-65.
- Hofstadter-Duke, K.L., & Daly, E.J. (2011). Improving oral reading fluency with a peer mediated intervention. *Journal of Applied Behavior Analysis, 44* (3), 641-646.

Functional analysis methodology:

- Bloom, S.E., Iwata, B.A., Fritz, J.N., Roscoe, E.M., & Carreau, A.B. (2011). Classroom application of a trial based functional analysis. *Journal of Applied Behavior Analysis, 44* (1), 19-31.
- Piazza, C.C., Fisher, W.W., Brown, K.A., Shore, B.A., Patel, M.R., Katz, R.M., Sevin, B.M., Gulotta, C.S., & Blakely-Smith, A. (2003). Functional analysis of inappropriate mealtime behaviors. *Journal of Applied Behavior Analysis, 36* (2), 187-204.
- Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafos, J. (2011). Effects of motivating operations on problem behavior and academic behavior in classrooms. *Journal of Applied Behavior Analysis, 44* (1), 187-192.

Geriatrics:

- Buchanan, J.A., & Fisher, J.E. (2002). Functional assessment and noncontingent reinforcement in the treatment of disruptive vocalization in elderly dementia patients. *Journal of Applied Behavior Analysis, 35* (1), 99-103.
- Trahan, M.A., Kahng, S.W., Fisher, A.B., & Hausman, N.L. (2011). Behavior analytic research on dementia in older adults. *Journal of Applied Behavior Analysis, 44* (3), 687-691.

Parenting:

- Thompson, R.H., Bruzek, J.L., & Cotnoir-Bichelman, N.M. (2011). The role of negative reinforcement in infant caregiving: An experimental simulation. *Journal of Applied Behavior Analysis, 44*(2), 295-304.
- Allen, K.D., & Warzak, W.J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis, 33* (3), 373-391.

Psychiatric issues:

- Lang, R., Regeher, A., Mulloy, A., Rispoli, M., & Botout, A. (2011). Behavioral intervention to treat selective mutism across multiple social situations and community settings. *Journal of Applied Behavior Analysis, 44* (3), 623-628.
- Travis, R., & Sturmey, P. (2010). Functional analysis and treatment of the delusional statements of a man with multiple disabilities: A four year follow-up. *Journal of applied Behavior Analysis, 43* (4), 745-749.

Sports applications:

- Smith, S.L., & Ward, P. (2006). Behavioral interventions to improve performance in collegiate football. *Journal of Applied Behavior Analysis, 39* (3), 385-391.
- Stokes, J.V., Luiselli, J.K., & Reed, D.D. (2010). A behavioral intervention for teaching tackling skills to high school football athletes. *Journal of Applied Behavior Analysis, 43*(3), 509-512.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> . The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The CEC standard that will be addressed in this class is Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. 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/>].

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

g. 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/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

It is expected that students attend all class sessions. Please arrive on time and remain in class for the entire class session. Participation in class activities are designed to enhance learning objectives and often used as guided practice on assignments due for the course.

Late Work.

Assignments are due as scheduled on the calendar below Late work penalties can range from -1 point to minus half of the project. See below for further detail.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Make Your Own Experiment and Final Exam Feedback* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Course Requirement	Possible Points
Pre-Test	10
Discussion Board: Comment to Instructor	28
Discussion Board: Comment to Peer	28
Problem Sets	80
Research Outlines	20
Make Own Experiment: Basic	16
Make Own Experiment: Applied	16
Make Own Experiment Presentation	12
Final Exam	50
TOTAL POINTS	260
Bonus Points	15

A	A-	B	B-	C	F
95-100%	90-94%	85-89%	80-84%	70-79%	≤69%
246-260 pts	233-245 pts	220-232 pts	207-219 pts	181-206 pts	≤180 pts

Assignments

Performance-based Assessment (TaskStream submission required).

Make Own Experiment: Basic and Applied
Final Exam

Performance-based Common Assignments (No TaskStream submission required).

Pretest
Discussion Board Comments
Research Outlines
Problem Sets
Extra Credit

Other Assignments.

Make Own Experiment Presentations

PRETEST: Due MONDAY, January 13 by 8AM 10 pts

The assignment can be accessed by BlackBoard. Points for for COMPLETION NOT CORRECTNESS. You will have to print out documents, complete documents, scan documents into computer as PDFs, and submit the documents. Email me to confirm that your pretest is completed. Late submissions will receive half points (5 pts).

DISCUSSION BOARD: COMMENT TO INSTRUCTOR: Due MONDAYs by 8AM 1 pt ea

Each week after class, I will post 2-4 questions about the JFM chapters. Each chapter will have ONE question. You need to make a comment about the question, based on your reading of the chapter. Each question is worth 1 pt and there are 28 chapters in the book (totaling 28pts). Your comments must be THOUGHTFUL. Comments that only include statement of agreement (e.g., "I agree with Maranda's comments") will not be scored thoughtful. Late comments will receive no points.

DISCUSSION BOARD: COMMENT TO PEER: Due THURSDAYs by 8AM 1 pt ea

Each week, you'll also need to add a comment to a peer's comment. You'll need to make 1 peer comment for every chapter in the book (1 pt x 28 chapters = 28 points). Peer comments should also be THOUGHTFUL. These are due the morning of class. Late comments will receive no points.

PROBLEM SETS: Due at the beginning of class 10pt ea

Problem sets provide additional practice on specific objectives in measurement, assessment, and experimental design concepts. Problem sets due on the date assigned BY CLASS TIME. There will be 8 problem sets throughout the course, each worth 10 points. Submit through Blackboard. For every 24 hour period the problem set is late, 1 point is deducted. *Incorrect responses may be corrected and resubmitted once, for up to ½ credit for each corrected response.* Correct problem sets will be accepted within ONE WEEK after the date it is returned to the student. None will be accepted after that date.

RESEARCH OUTLINES: Due any time between first class and March 13 10pt ea

Students will review and interpret 2 articles from the behavior-analytic literature (from the list appearing earlier in the syllabus). The student will provide a written 1-paged outlined summary of the article using a research worksheet for each. Worksheets can be found on Blackboard. Worksheets can be turned in at anytime throughout the semester, up until Week 10. After class on March 13, no more research outlines will be accepted. You'll need to complete 2 in the semester (at 10 points each = 20 points).

MAKE OWN EXPERIMENT: BASIC: Submission due by March 28 at 10pm 16pt

This is a TaskStream assignment. Each class member will be assigned to a group. Each group will be assigned two scenarios: one basic and one applied research scenario. For each, you'll be

asked to answer a variety questions (described below). Each group member will submit a written document, with each group member's name atop the first page through TaskStream for grading.

MAKE OWN EXPERIMENT: APPLIED: Submission due by March 28, 10pm 16pt

This is a TaskStream assignment. Each class member will be assigned to a group. Each group will be assigned two scenarios: one basic and one applied research scenario. For each, you'll be asked to answer a variety questions (described below). Each group member will submit a written document, with each group member's name atop the first page through TaskStream for grading.

MAKE OWN EXPERIMENT: PRESENTATION: March 27 12pt

Each group will present both Make Own Experiment projects to the class. Students will need to create a powerpoint presentation and describe each graded aspect of the project to the class. Each presentation will be NO LONGER THAN 10 MIN. The class will provide feedback. Using this feedback, group members can revise the project before submitted to TaskStream.

MAKE OWN EXPERIMENT RUBRIC

1. Develop a Declaration of Professional Practice (for the applied scenario) based on the sample provided or an informed consent form for participants, based on the BACB Guidelines for Responsible Conduct (2 points)
2. Develop a behavioral definition for the identified problem behavior (1 point); select a measure for the behavior of interest (and give the rationale for selecting this measure) (1 point)
3. Develop a recording form for collecting data (2 points)
4. Write step by step instructions for collecting data (2 points)
5. Select a design that will best answer the question asked (and give the rationale for that design) (2 points)
6. Describe, step by step, how you will implement that design, indicating
 - a. How you will begin baseline data collection (1 point)
 - b. Decision rules for introducing your intervention (1 point)
 - c. Decision rules for withdrawing and for reintroducing your intervention (if appropriate) or for introducing your intervention in another setting (or for another therapist, subject, behavior, etc.) (if appropriate) (1 point); and
 - d. How you will control for relevant threats to internal validity (1 point)
7. Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose (2 points)

FINAL EXAM: Due Friday, March 28 at midnight 50 pts

This is a TaskStream assignment. A final exam will be given to test knowledge of measurement, assessment, and experimental design concepts. Each test item is correlated to the BACB Task List to help the student identify strengths and weaknesses in empirical methods. The test will consist of 50 items and will be similar to the pretest. Pretest is due by FRIDAY, March 28 at midnight.

BONUS POINTS: Due by beginning of class, March 13 15pts

There are 4 extra credit options. Each worth 5-15 points. Points can be turned in at any point throughout the semester until the time of class on March 13. No extra credit points will be accepted after that date.

Option 1: Research Worksheets

Each additional research worksheet you complete may earn you an additional 5pts (depending on correctness). Extra worksheets should be uploaded to Blackboard.

Option 2: Behavior Development Solutions

You may complete either the a) Experimental Evaluation of Interventions or b) Measurement of Behavior modules. Each certification of completion is worth 7.5 extra points. Certificates should be uploaded to Blackboard. Access to the BDS website is described above.

Option 3: GMU ABA Workshops

Students may attend the GMU ABA Workshop entitled, "[Board Certified Behavior Analyst Supervisor Training: Effective Supervisors Do What It Takes](#)". After attending the workshop, the student should submit via Blackboard a) provide proof of attendance and b) a one-page description of 3 take aways.

Option 4: Human Subjects Training

Complete the [GMU Human Subjects Training](#) online. Upload the Completion Certificate to Blackboard and receive 10 pts.

Schedule

CHH=Cooper, Heron, & Heward JFM=Jacobson, Foxx, Mulick

Wk	Date	Topic	Readings
1	Jan 9	<p>Introductions with students</p> <p>Introduction to course</p> <p>Syllabus Review</p> <p>Pre-test</p>	
2	Jan 16	<p>What Makes Behavior Analysis Unique</p> <p>Introduction to SS Research</p> <p>On What We Base Our Practice</p>	<p>CHH Ch 1 CHH Ch 2 65-69</p> <p>JFM Ch 1 JFM Ch 2 JFM Ch 3</p> <p>SAFMEDS List 1</p> <p>Complete all assignments in Week 2 folder</p>
3	Jan 23	<p>Introduction & Behavioral Definitions Described</p> <p>Topographical & Functional Definitions</p> <p>Practice Measuring & Counting: Count data, Cumulative, Duration, Rate, Latency, IRT, Extensity, Intensity, Partial-Whole- and Momentary Time Sampling</p> <p>Direct Measures, Indirect Measures</p> <p>PLACHEK</p>	<p>CHH Ch 4 (73-100)</p> <p>JFM Ch 4 JFM Ch 5 JFM Ch 6</p> <p>SAFMEDS Lists 2,3</p> <p>Complete all assignments in Week 3 folder</p>
4	Jan 30	<p>Measurement Con't: Accuracy, Trials to Criterion, Permanent Products, General issues</p> <p>Introduction to Equal Interval Graphs & Histograms</p> <p>IOA</p> <p>Graphing</p> <p>Cumulative Count Graphs</p> <p>Standard Celeration Charts</p>	<p>Problem Set 1 & 2</p> <p>CHH Ch 4 (73-80; 83-90) CHH Ch 7</p> <p>JFM Ch 7 JFM Ch 8 JFM Ch 9</p> <p>SAFMEDS Lists 4,5</p> <p>Complete all assignments in Week 4 folder</p>

5	Feb 6	<p>Standard Celeration Charts Wrap-Up</p> <p>Intro to Functional Relations & Internal Validity</p> <p>Withdrawal Designs</p>	<p>Problem Set 3 & 4</p> <p>CHH Ch 5 177-186</p> <p>JFM Ch 10 JFM Ch 11 JFM Ch 12</p> <p>SAFMEDS List 6</p> <p>Complete all assignments in Week 5 folder</p>
6	Feb 13	<p>Alternative Treatments</p> <p>Pairwise Comparison</p>	<p>Problem Set 5</p> <p>CHH Ch 5 187-194</p> <p>Watson, J.E., Singh, N.N., & Winton, A.S. (1985). Comparing interventions using the alternating treatments design. <i>Behaviour Change</i>, 2 (1), 13-20.</p> <p>Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. <i>Education and Treatment of Children</i>, 8 (1), 67-76.</p> <p>McGonigle, J.J., Rojahn, J., Dixon, J., & Strain, P.S. (1987). Multiple treatment interference in the alternating treatments design as a function of the intercomponent interval length. <i>Journal of Applied Behavior Analysis</i>, 20 (2), 171-178.</p> <p>JFM Ch 13 JFM Ch 14 JFM Ch 15</p> <p>SAFMEDS List 7</p> <p>Complete all assignments in Week 6 folder</p>

7	Feb 20	Multiple Baseline Multiple Probe Changing Criterion	Problem Set 6 CHH Ch 9 JFM Ch 16 JFM Ch 17 JFM Ch 18 SAFMEDS List 8 Complete all assignments in Week 7 folder
8	Feb 27	Review of Designs & Functional Control	Problem Set 7 CHH Ch 5 CHH Ch 10 JFM Ch 19 JFM Ch 20 JFM Ch 21 SAFMEDS List 9 Complete all assignments in Week 8 folder
9	March 6	Empirically Supported Interventions Working with Parents & Teachers	Problem Set 8 JFM Ch 22 JFM Ch 23 JFM Ch 24 JFM Ch 25 SAFMEDS List 10 Complete all assignments in Week 9 folder
10	March 13	Ethics	CHH Ch 29 JFM Ch 26 JFM Ch 27 JFM Ch 28 SAFMEDS List 11 Complete all assignments in Week 10 folder Extra Credit Due

11	March 20	Measuring Psychiatric Symptoms Make Own Experiments Discussion Make Up Day?	SAFMEDS Lists 12,13 Complete all assignments in Week 11 folder
12	March 27	Make Own Experiment Presentations	Submit Projects After Presentation Final Exam / Post-Test

Appendix

N/A