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

Fall 2016
EDSE 621 DL1: Applied Behavior Analysis: Empirical Bases
CRN: 77984, 3 - Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates:** 08/29/16 - 12/20/16
Phone: 703-987-8928 / 703-993-3670	**Meeting Day(s):** Tuesday; 9/13, 9/20, 11/8, 11/22, & 11/29 ONLY
E-Mail: thoch@gmu.edu Skype: drtheodorehoch Office: Suite 100, Finely Building, Fairfax Campus	**Meeting Time(s):** 5:30pm – 6:30pm
Office Hours: Mondays and Thursdays 2:30 – 4:30, and by appointment. Available through skype, text, phone, or email most times.	**Meeting Location:** Online, through Blackboard and Blackboard Collaborate

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): B- or higher in EDSE 619 must be completed prior to or concurrently with EDSE 621.
Prerequisite(s) enforced by registration system.
Corequisite(s): EDSE 619
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

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.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to http://gse.gmu.edu/special-education/advising/.

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

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on 23 August 2016.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Sunday.
  - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency**: Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (http://itservices.gmu.edu/help.cfm) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.
2. Define, describe, identify, exemplify, and use direct measures of behavior.
3. Define, describe, identify, exemplify, and use indirect measures of behavior.
4. Construct and interpret equal interval graphs.
5. Construct and interpret standard celeration charts.
6. Describe, identify, and exemplify single subject experimental design.
7. Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
8. Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
9. 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.
10. 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

Foxx, R.M., & Mulick, J.A. (2015). *Controversial therapy for autism and intellectual disabilities: Fad, fashion, and science in professional practice (2nd Edition).* New York, NY: Routledge. ISBN 978-1-138-80223-0

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.

Students will need to have access to a scanner in order to scan and upload their completed assignments. Each assignment must be scanned into a single document and saved as a pdf file. No photographs will be accepted. Likewise, multiple one page scans (e.g., 5 single page pdf files instead of a single 5 page file) will also not be accepted. Many home printers have scanning capability, and one can also scan at Fedex Office, Staples,

or other stores. Finally, one's employer may be able to make scanning available on request.

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.

Single subject design methodology:

Dermer, M.L., & Hoch, T.A. (1999). Improving descriptions of single-subject experiments in research texts written for undergraduates. *Psychological Record, 49* (1), 49-66.

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. *Journal of Applied Behavior Analysis, 20* (2), 171-178.

Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. *Education and Treatment of Children, 8* (1), 67-76.

Watson, J.E., Singh, N.N., & Winton, A.S. (1985). Comparing interventions using the alternating treatments design. *Behaviour Change, 2* (1), 13-20.

Automatically reinforced behavior:

Contrucci Kuhn, S.A., & Triggs, M. 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.

Groskreutz, M.Pl, Groskreutz, N.C., & Higbee, T.S. (2011). Response competition and stimulus preference in the treatment of automatically reinforced behavior: A comparison. *Journal of Applied Behavior Analysis, 44* (1), 211 – 215.

Ing, A.D., Roane, H.S., & Veenstra, R.A. (2011). Functional analysis and treatment of coprophagia. *Journal of Applied Behavior Analysis, 44* (1), 151 – 155.

Rapp, J.T. (2006). Toward an empirical method for identifying matched stimulation for automatically reinforced behavior: A preliminary investigation. *Journal of Applied Behavior Analysis, 39* (1), 137-140.

College instruction:

Critchfield, T.S., & Fienup, D.M. (2010). Using stimulus equivalence technology to teach statistical inference in a group setting. *Journal of Applied Behavior Analysis, 43* (4), 763-768.

Fienup, D.M., Hamelin, J., Reyes-Giordano, K., & Falcomata, T.S. (2011). College-level instruction: Derived relations and programmed instruction. *Journal of Applied Behavior Analysis, 44* (2), 413-416.

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.

Walker, B.D., Rehfeldt, R.A., & Ninness, C. (2010). Using the stimulus equivalence paradigm to teach course material in an undergraduate rehabilitation course. *Journal of Applied Behavior Analysis, 43* (615-633.

Community applications:

Belfiore, P.J., Browder, D.M., & Mace, F.C. (1993). Effects of community and center-based settings on the alertness of persons with profound mental retardation. *Journal of Applied Behavior Analysis, 26* (3), 401-402.

Cope, J.G., & Allred, L.J. (1991). Community intervention to deter illegal parking in spaces reserved for the physically disabled. *Journal of Applied Behavior Analysis, 24* (4), 687-693.

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.

Manuel, J.C., Sunseri, M.A., Olson, R., & Scolari, M. (2007). A diagnostic approach to increase reusable dinnerware selection in a cafeteria. *Journal of Applied Behavior Analysis, 40* (2), 301-310.

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.

Compliance:

Normand, M.P., & Beaulieu, L. (2011). Further evaluation of response-independent delivery of preferred stimuli and child compliance. *Journal of Applied Behavior Analysis, 44* (3), 665 – 669.

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.

Scjhiff, 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.

Stephenson, K.M., & Hanley, G.P. (2010). Preschoolers' compliance with simple instructions: A descriptive and experimental evaluation. *Journal of Applied Behavior Analysis, 43* (2), 229-247.

Wilder, D.A., Allison, J., Nicholson, K., Abellon, O.E., & Saulnier, R. (2010). Further evaluation of antecedent interventions on compliance: The effects of rationales to increase compliance among preschoolers. *Journal of Applied Behavior Analysis, 4* (43), 601-613.

Driver safety:

Arnold, M.L., & Van Houten, R. (2011). Increasing following headway with prompts, goal setting, and feedback in a driving simulator. *Journal of Applied Behavior Analysis, 44*(2), 245-254.

Clayton, M., Helms, B., & Simpson, C. (2006). Active prompting to decrease cell phone use and incrase 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 prmpts on motorist yielding at crosswalks. *Journal of Applied Behavior Analysis, 44* (1), 121-126.

Van Houten, R., Hilton, B., Schulman, R., & Reagan, I. (2011). Using accelerator pedal force to increase seat belt use of service vehicle drivers. *Journal of Applied Behavior Analysis, 44* (1), 41 – 49.

VanWagner, M., Van Houten, R., & Betts, B. (2011). The effects of a rectangular rapid-flashing beacon on vehicle speed. *Journal of Applied Behavior Analysis, 44* (3), 629-633.

Education:

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.

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.

Melchiori, L.E., deSouza, D.G., & deRose, J.C. (2000). Reading, equivalence, and recombination with students with different learning histories. *Journal of Applied Behavior Analysis, 33* (1), 97-100.

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.

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.

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.

Dicesare, A., McAdam, D.B., Toner, A., & Varrell, J. (2005). The effects of methylphenidate on a functional analysis of disruptive behavior: A replication and extension. *Journal of Applied Behavior Analysis, 38* (1), 125-128.

Langthorne, P., & McGill, P. (2011). Assessing the social acceptability of the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 44* (2), 403-407.

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., & Sigafoos, 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.

Burgio, L.D., & Burgio, K.L. (1986). Behavioral gerontology: Application of behavioral methods to the problems of older adults. *Journal of Applied Behavior Analysis, 19* (4), 321-328.

Dwyer-Moore, K.J., & Dixon, M.R. (2007). Functional analysis and treatment of problem behavior of elderly adults in long-term care. *Journal of Applied Behavior Analysis, 40* (4), 679-683.

Gallagher, S.M., & Keenan, M. (2000). Independent use of activity materials by the elderly in a residential setting. *Journal of Applied Behavior Analysis, 33* (3), 325-328.

Trahan, M.A., Kahng, S.W., Fisher, A.B., & Hausman, N.L. (2011). Behavior analystic research on dementia in older adults. *Journal of Applied Behavior Analysis, 44* (3), 687-691.

Parenting:

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.

Gortmaker, V.J., Daly, E.J., McCurdy, M., Persampieri, M.J., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: Using brief experimental analysis to develop parent-tutoring interventions. *Journal of Applied Behavior Analysis, 40* (2), 203-221.

Lafasakis, M., & Sturmey, P. (2007). Training parent implementation of discrete-trial teaching: Effects on generalization of parent teaching and child correct responding. *Journal of Applied Behavior Analysis, 40* (4), 685-689.

Phaneuf, L., & McIntyre, L.L. (2007). Effects of individualized video feedback combined with group parent training on inappropriate maternal behavior. *Journal of Applied Behavior Analysis, 40* (4), 737-741.

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.

Psychiatric issues:

Dozier, C.L., Iwata, B.A., & Worsdell, A.S. (2011). Assessment and treatment of foot-shoe fetish displayed by a man with autism. *Journal of Applied Behavior Analysis, 44* (1), 133-137.

Lang, R., Regester, 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.

Reyes, J.R., Vollmer, T.R., & Hall, A. (2011). Replications and extensions in arousal assessment for sex offenders with developmental disabilities. *Journal of Applied Behavior Analysis, 44* (2), 369-373.

Sparling, J., Wilder, D.A., Kondash, J., Boyle, M., & Compton, M. (2011). Effects of interviewer behavior on accuracy of children's responses. *Journal of Applied Behavior Analysis, 44* (3), 587-592.

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:

Reed, D.D., Critchfield, T.S., & Martens, B.K. (2006). The generalized matching law in elite sport competition: Play calling as operant choice. *Journal of Applied Behavior Analysis, 39* (3), 281-297.

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.

Stokes, J.V., Luiselli, J.K., Reed, D.D., & Fleming, R.K. (2010). Behavioral coaching to improve offensive line pass-blocking skills of high school athletes. *Journal of Applied Behavior Analysis, 43* (3), 463-472.

Vollmer, T.R., & Bourret, J. (2000). An application of the matching law to evaluate the allocation of two-and three-point shots by college basketball players. *Journal of Applied Behavior Analysis, 33* (2), 137-150.

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 4: Assessment. (Updated Fall 2014 to align with the revised CEC Standards)

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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

All synchronous discussions begin at 5:30 pm. All students are expected to be present, in the classroom, and ready to work, at 5:30 pm. Some sessions will include point earning activities. Only those students who are present may participate in those point earning activities; absent students will not have an opportunity to make up point earning opportunities missed due to absence. Should a student be absent, it is that student's responsibility to secure notes and other materials from the missed session from a classmate.

Late Work.

There is much to be done in this course, and it is very easy for one to become behind if one doesn't keep up. All work is due by the dates listed in the schedule, below. Late submissions will be assessed a 10% possible point penalty. Late discussion board posts

will be assessed a 50% possible point penalty. No work will be accepted after the final exam has been submitted.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Make Your Own Experiment and Final Exam Feedback* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Assignment Type	Possible Points per Instance	Number of instances	Points Possible for Assignment Type	Cumulative Points
Discussion Board items	2 points per item	26 items	52 points possible	52 points possible
Problem Sets	10 points per set	8 sets	80 points possible	132 points
Research Worksheets	10 points per worksheet	5 worksheets	50 points possible	182 points
CITI Human Subjects Module	10 points	1 module	10 points	192 points
Make Your Own Experiment	20 points per experiment	2 experiments	40 points possible	232 points
Final Exam	100 points per exam	1 exam	100 points possible	332 points
A = 316 - 332 points	A- = 299 - 315 points	B = 266 - 298 points	C = 232 - 265 points	F < 232 points

Assignments

Performance-based Assessment (Tk20 submission required).
There are two TK20 Assignments for this course. They are:

Final Examination. This test will consist of 50 items (worth 2 points each), and will be given as a pretest on the first night of class, and a parallel form as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class. After you have completed your final exam, you'll be e-mailed a document that details your performance by content area covered by the exam. You'll need to upload this document to TK20 after receiving it.

Make Your Own Experiment. You will be provided with 10 scenarios. You will choose two scenarios for which you will complete this project. You will use a different experimental design and a different data collection method for each of the two scenarios you choose. For each of these scenarios, instructions are as follows:

A- develop a behavioral definition for the identified problem behavior (2 points);
B- select a measure for the behavior of interest (and give the rationale for selecting this measure) (2 points);
C- develop a recording form for collecting data (2 points);
D- write step by step instructions for collecting data, ensuring that these instructions:
    a. are bulleted
    b. use active voice
    c. specify only one implementer behavior per step
    d. instruct the implementer what *to do*
    e. use only as many words as is necessary
    f. provide steps in linear order
    g. include only necessary steps (necessary)
    h. include all necessary steps (sufficient) (8 points);
E- select a design that will best answer the question asked (and give the rationale for that design) (2 points);
F- 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)
G- Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose (2 points).
H- Scan all of this into a single document, and submit, in PDF form.

Each group member will submit the written document for both the applied and basic experiments, with each group member's name atop the first page, through Taskstream for grading.

A total of 40 points (20 for each scenario selected) is possible.

Performance-based Common Assignments (No Tk20 submission required).

Blackboard Discussion Board Items. For weeks indicated below, in conjunction with your readings from ***Controversial therapies for developmental disabilities***, respond to the week's two Discussion Board items. To respond, first do the assigned reading. Next, go to the week's Discussion Board items on Blackboard. Read your instructor's question and respond directly to that question for one point. Then, go back later that day or on another day and read your classmates' posts. Respond to one or more of those posts for a second point. Making posts on time earns up to 2 points per discussion board forum. Late posts earn only up to 1 point per discussion board forum.

Problem Sets. You will complete these per instructions contained on each problem set, and submit them through Blackboard no later than at the end of the dates for which they are indicated as due in the schedule below. A total of 10 points is possible for each correctly completed Problem Set submitted on time; up to 9 points for those submitted late. ***Incorrect responses may be corrected and resubmitted once, for up to ½ credit for each corrected response.*** Corrected problem sets must be submitted within two weeks of the original due date.

Research Worksheets. The Research Worksheet outline will be available on Blackboard, in Course Documents. You will select one set of articles from the list appearing earlier in this syllabus (other than the Single Subject Design Methodology articles) and complete a research worksheet for each article in that set (completing five research worksheets in all). Research worksheets are due no later than at the beginning of the course sessions indicated below. Worksheets turned in on time or early can earn a total of 10 possible points each; those turned in late can earn up to 9 points each.

CITI Training Module. You will access and complete the CITI Human Subjects Protections training module during Week 12, and upload the certificate of completion in the link provided in that module. You will earn 10 points for completing this module.

Other Assignments.

Extra Credit – Research Worksheets. Alternatively, one may complete research worksheets for an additional content area from the content areas listed earlier in this syllabus, submitting them through Blackboard (Extra Credit tab) no later than midnight on 15 December 2016, for up to 4 points per worksheet. No more than 5 extra credit Research Worksheets may be submitted.

Schedule

In the table below, ABA refers to the Cooper, Heron, and Heward text (Applied Behavior

Analysis), and CT refers to the Controversial Therapies text. NLT means No Later Than, RBNR means Recommended But Not Required, and EC means Extra Credit. Note: All extra credit assignments are optional, and not participating or completing them will have no impact on your final grade.

Date	Topics	Assignments / Activities
Week 1 Week of 29 Aug 16	Review Syllabus Review Honor Code Pretest	☐ Complete pretest online NLT 4:30 pm 9/6/16
Week 2 Week of 5 Sept 16	Introduction to Single-subject design	☐ Read CT Ch 1 and 2 ☐ Read ABA Ch 1, pp. 65 – 69 ☐ Complete DB 1 and 2 NLT 4:30 pm 9/13/16
Week 3 Week of 12 Sept 16	Measurement – Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity	☐ Read CT Ch 3 and 4 ☐ Read ABA pp. 73 – 80, 83 – 90 ☐ Complete DB 3 and 4 NLT 4:30 pm 9/20/16 ☐ Complete Problem Set 1 NLT 4:30 pm 9/20/16 ☐ **SYNCHRONOUS DISCUSSION THROUGH BLACKBOARD COLLABORATE AT 5:30 PM ON TUES 13 SEPT AT 5:30 PM US EASTERN TIME**
Week 4 Week of 19 Sept 16	Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage intervals occurrence, permanent products, and other estimates; Selecting appropriate measures; General data collection issues	☐ Read CT Ch 5 and 6 ☐ Read ABA pp. 81 – 82, 85 – 87, 90 – 100 ☐ Complete DB 5 and 6 NLT 4:30 pm 9/27/16 ☐ Complete Problem Set 2 NLT 4:30 pm 9/27/16 ☐ **SYNCHRONOUS DISCUSSION THROUGH BLACKBOARD COLLABORATE AT 5:30 PM ON 20 SEPT AT 5:30 PM US EASTERN TIME**
Week 5 Week of 26 Sept 16	Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs	☐ Read CT Ch 7 and 8 ☐ Read ABA Ch 6 ☐ Complete DB 7 and 8 NLT 4:30 pm 10/4/16 ☐ Complete Problem Set 3 NLT 4:30 pm 10/4/16
Week 6 Week of 3 Oct 16	Standard Behavior Charts	☐ Read CT Ch 9 and 10 ☐ Read ABA Ch 7 ☐ Complete DB 9 and 10 NLT 4:30 pm 10/11/16 ☐ Complete Problem Set 4 4:30 pm NLT 10/11/16
Week 7 Week of 10 Oct 16	Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis	☐ Read CT Ch 11 and 12 ☐ Read ABA pp. 177 – 186 ☐ Complete DB 11 and 12 NLT 4:30 pm 10/18/16 ☐ Complete Problem Set 5 NLT 4:30 pm 10/18/16

Date	Topics	Assignments / Activities
Week 8 Week of 17 Oct 16	Alternating Treatments Designs and Pairwise Comparison Designs	☐ Read CT Ch 13 and 14 ☐ Read ABA pp. 187 – 194 ☐ Read Watson et al. (1985), Sindelar et al. (1985), & McGonigle et al. (1987) ☐ Complete DB 13 and 14 NLT 4:30 pm 10/25/16 ☐ Complete Problem Set 6 NLT 4:30 pm 10/25/16
Week 9 Week of 24 Oct 16	Multiple Baseline Designs	☐ Read CT Ch 15 and 16 ☐ Read ABA Ch 9 ☐ Complete DB 15 and 16 NLT 4:30 pm 11/1/16 ☐ Complete Problem Set 7 NLT4:30 pm 11/1/16
Week 10 Week of 31 Oct 16	Measuring choice, preference, and other phenomena; Combining measurement and design elements to solve complex problems	☐ Read CT Ch 17 and 18 ☐ Read ABA Ch 5, 10 ☐ Complete DB 17 and 18 NLT 4:30 pm 11/8/16 ☐ Complete DB 8 NLT 4:30 pm 11/8/16 ☐ RW 1 Due NLT 4:30 pm 11/8/16
Week 11 Week of 7 Nov 16	General Issues in Measurement and Experimental Design – Review of Designs and Functional Control	☐ Read CT Ch 19 and 20 ☐ Complete DB 19 and 20 NLT 4:30 pm 11/15/16 ☐ RW 2 and 3 Due NLT 4:30 pm 11/15/16 ☐ **SYNCHRONOUS DISCUSSION THROUGH BLACKBOARD COLLABORATE ON 8 NOV AT 5:30 PM US EASTERN TIME**
Week 12 Week of 14 Nov 16	Make Your Own Experiment Week! Discussion and peer review	☐ Read CT Ch 21 and 22 ☐ Complete DB 21 and 22 NLT 11/29/16 ☐ RW 4 and 5 due NLT 4:30 pm 11/29/16 ☐ CITI Training Certificate due NLT 4:30 pm 11/29/16 ☐ **SYNCHRONOUS DISCUSSION THROUGH BLACKBOARD COLLABORATE AT 5:30 PM US EASTERN TIME**
Week 13 Week of 28 Nov 16	Make Your Own Experiment Week! Discussion and peer review	☐ Read CT chapters 23 and 24 ☐ Complete DB 23 and 24 NLT 4:30pm 12/8/16 ☐ **SYNCHRONOUS DISCUSSION THROUGH BLACKBOARD COLLABORATE ON 29 NOV AT 5:30 PM US EASTERN TIME**

Date	Topics	Assignments / Activities
Week 14 Week of 5 Dec 16	Measuring psychiatric symptoms and medication effects Final Make Your Own Experiment discussion and peer review	☐ Read CT Chapters 25 and 26 ☐ **EXTRA CREDIT:** Complete DB 25 and 26 NLT 4:30 pm 12/15/16
Week 15 Week of 12 Dec 16	Final Exam	☐ **EXTRA CREDIT** Read CT Ch 27 and 28 and Respond to DB Items 27 and 28 on Blackboard before 7:30 pm 12/15/16 ☐ Submit Make Your own Experiments documents to TK20 no later than 4:30 pm 12/15/16 ☐ Complete your final exam online by 7:30 pm 12/15/16