

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM**

**EDSE 623 5S1 and PSYC 592 009
APPLIED BEHAVIOR ANALYSIS: ASSESSMENT AND INTERVENTION
Spring 2006
Thursdays, 4:30 – 7:10
108 Krug Hall**

PROFESSOR

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COURSE DESCRIPTION

A Prerequisite

Completion of EDSE 619

B Description

This course further expands on the basic content of applied behavior analysis and teaches course participants to implement behavioral procedures and to develop behavioral programs for clients with fundamental behavioral needs. More specifically, instruction focuses on conducting functional assessments and functional analyses; developing instructional and other intervention procedures based on outcome of these assessments and analyses; writing instructional or treatment procedures; implementing and training others to implement these procedures; managing implementation; data-based decision making in instructional and service delivery; and ethical issues in functional assessment, functional analysis, and function-relevant treatment or instructional delivery.

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 following objectives, which are taken from the Behavior Analyst Certification Board's *Task List* and *Guidelines for Responsible Conduct*, or from NCATE's *Program Standards*, as indicated below. (NCATE Standards are as follows:

#	Standard	#	Standard
1	Foundations	6	Language
2	Development and Characteristics of Learners	7	Instructional Planning
3	Individual Learning Differences	8	Assessment
4	Instructional Strategies	9	Professional and Ethical Practice
5	Learning Environments and Social Interactions	10	Collaboration

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Course Objective Number	Objective	BACB TL or GRC Item	NCATE Program Standard										
			1	2	3	4	5	6	7	8	9	10	
1	Obtain informed consent within applicable ethical and legal standards.	TL 1-4								X	X	X	X
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		X	X					X	X	X	X
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								X	X	X	X
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			X	X				X	X	X	
5	Ensure that the dignity, health, and safety of one's clients are fully protected at all times.	TL 1-11					X			X	X	X	X
6	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	X							X	X	X	X
7	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	X							X	X	X	X
8	Interpret articles from the behavior analytic literature.	TL 2-7	X	X	X	X	X	X	X	X	X	X	X
9	State the primary characteristics of and rationale for conducting a descriptive assessment.	TL 4-1								X	X	X	
10	Gather descriptive data.	TL 4-2								X	X	X	
11	Select and use various assessment methods.	TL 4-2, 4-3, & 4-5 a & b								X	X	X	
12	Organize and interpret descriptive data.	TL 4-3								X	X	X	
13	State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment	TL 4-4								X	X	X	
14	Conduct functional analyses.	TL 4-5								X	X	X	
15	Organize and interpret functional analysis data.	TL 4-6								X	X	X	
16	Systematically manipulate independent variables to analyze their effects on treatment.	TL 5-1								X	X	X	
17	Use competency based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.	TL 10-1					X					X	X
18	Use effective performance monitoring and reinforcement systems.	TL 10-2					X					X	X
19	Design and use systems for monitoring treatment integrity.	TL 10-3					X					X	X
20	Establish support for behavior analysis services from persons directly and indirectly involved with these services.	TL 10-4					X					X	X
21	Secure support of others to maintain the clients' behavioral repertoires in their natural environments.	TL 10-5					X					X	X
22	Provide behavior analysis services I collaboration with others who support and / or provide services to one's clients.	TL 10-6					X					X	X
23	Reliance on scientific knowledge	GRC 1.01	X			X				X	X	X	
24	Professional and scientific relationships	GRC 1.06B								X	X	X	X
25	Responsibility	GRC 2.02	X	X						X	X	X	X
26	Definition of client	GRC 2.01										X	X
27	Consultation.	GRC 2.03										X	X
28	Treatment efficacy.	GRC 2.09	X		X	X				X	X	X	X
29	Interrupting or terminating services.	GRC 2.15								X	X	X	X
30	Assessing behavior.	GRC 3.0								X	X	X	
31	Environmental conditions that preclude implementation.	GRC 3.01				X	X			X	X	X	X
32	Environmental conditions that hamper implementation.	GRC 3.02				X	X			X	X	X	X
33	Functional Assessment.	GRC 3.03	X	X	X	X	X	X	X	X	X	X	X
34	Describing Program Objectives.	GRC 3.06							X	X	X	X	
35	Behavioral Assessment Approval.	GRC 3.07							X	X	X	X	
36	Describing conditions for program success.	GRC 3.08				X	X	X	X			X	X

Course Objective Number	Objective	BACB TL or GRC Item	NCATE Standard									
			1	2	3	4	5	6	7	8	9	10
37	Explaining assessment results.	GRC 3.09				X	X	X	X	X	X	X
38	The behavior analyst and the individual behavior change program.	GRC 4.0	X			X	X		X		X	X
39	Approving interventions.	GRC 4.01			X	X			X		X	X
40	Reinforcement / punishment.	GRC 4.02			X	X			X		X	X
41	Avoiding harmful reinforcers.	GRC 4.03			X	X			X		X	X
42	Ongoing data collection.	GRC 4.04	X			X			X	X	X	X
43	Program modifications.	GRC 4.05	X			X			X	X	X	X
44	Program modification consent.	GRC 4.06				X			X	X	X	X
45	Least restrictive procedures.	GRC 4.07	X			X			X	X	X	X
46	Termination criteria.	GRC 4.08									X	X
47	Terminating clients.	GRC 4.09									X	X
48	The behavior analyst as teacher and/or supervisor.	GRC 5.0	X				X				X	X
49	Designing competent training programs.	GRC 5.01	X				X				X	X
50	Limitations on training.	GRC 5.02	X				X				X	X
51	Providing behavior analysis principles in teaching.	GRC 5.07	X				X				X	X

REQUIRED TEXTS

Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall. ISBN 0-675-20223-X.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. (2nd Ed.). New York, NY: Brooks/Cole. ISBN 0-534-26022-5.

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

REQUIRED INTERNET ACCESSIBLE TEXT MATERIALS

Download a the **Task List (3rd Ed.)** and **Guidelines for Responsible Conduct (2004 Ed.)** from the Behavior Analyst Certification Board's website (www.bacb.com).

ARTICLES

The following articles are available through the GMU Library website, at e-reserves. Each may be downloaded by going to Journal Finder from the Library's website, then clicking on the journal's title, then locating the article through the journal's contents.

Adkins, A.D., Singh, N.N., McKeegan, G.F., Lanier, A.E., & Oswald, D.P. (2002). Behavior treatment programs, readability, and treatment outcomes. *Research in Developmental Disabilities, 23*, 253-265.

Borrero, C.S.W., Vollmer, T.R., & Borrero, J.C. (2004). Combining descriptive and functional analysis logic to evaluate idiosyncratic variables maintaining aggression. *Research in Developmental Disabilities, 19*, 247-262.

Carr, J.E., Austin, J.L., Britton, L.N., Kellum, K.K., & Bailey, J.S. (1999). An assessment of social validity trends in applied behavior analysis. *Behavioral Interventions, 14*, 223-231.

Crosland, K.A., Zarcone, J.R., Lindauer, S.E., Valdovinos, M.G., Zarcone, T.J., Hellings, J.A., & Schroeder, S.R. (2003). Use of functional analysis methodologies in the evaluation of medication effects. *Journal of Autism and Developmental Disabilities, 33* (3), 271-279.

- Ellis, J., & Magee, S. (2004). Modifications to basic functional analysis procedures in school settings: A selective review. *Behavioral Interventions, 19*, 205-228.
- *English, C.L., & Anderson, C.M. (2004). Effects of familiar versus unfamiliar therapists on responding in the analog functional analysis. *Research in Developmental Disabilities, 25*, 39-55.
- Galiatsatos, G.T., & Graff, R.B. (2003). Combining descriptive and functional analysis to assess and treat screaming. *Behavioral Interventions, 18*, 123-138.
- Hagopian, L.P., Fisher, W.W., Thompson, R.H., Owen-DeSchryver, J., Iwata, B.A., & Wacker, D.P. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis, 30* (2), 313-326.
- Hanley, G.P., Iwata, B.A., & McCord, B.E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis, 36* (2), 147-185.
- *Holden, B. (2002). Some limitations of functional analysis: Treatment of problem behaviors based on the study of alternative responses. *Behavioral Interventions, 17*, 191-209.
- Holden, B., & Gitlesen, J.P. (2004). Psychotropic medication in adults with mental retardation: Prevalence and prescription practices. *Research in Developmental Disabilities, 25*, 509-521.
- Jahr, E. (1998). Current issues in staff training. *Research in Developmental Disabilities, 19*, 73-87.
- *LeBlanc, L.A., Hagopian, L.P., Marhefka, J.M., & Wilke, A.E. (2001). Effects of therapist gender and type of attention on assessment and treatment of attention maintained destructive behavior. *Behavioral Interventions, 16*, 39-57.
- Matson, J.L., Luke, M.A., & Mayville, S.B. (2004). The effects of antiepileptic medications on the social skills of individuals with mental retardation. *Research in Developmental Disabilities, 25*, 219-228.
- *McAdam, D.B., DiCesare, A., Murphy, S., & Marshall, B. (2004). The influence of different therapists on functional analysis outcome. *Behavioral Interventions, 19*, 39-44.
- O'Brien, W.H. (1995). Inaccuracies in the estimation of functional relationships using self-monitoring data. *Journal of Behavior Therapy and Experimental Psychiatry, 26*, 351-357.
- *Patel, M.R., Carr, J.E., Kim, C., Robles, A., & Eastridge, D. (2000). Functional analysis of aberrant behavior maintained by automatic reinforcement: Assessments of specific sensory reinforcers. *Research in Developmental Disabilities, 21*, 393-407.
- 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.
- 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.
- Reid, D.H., Parsons, J.B., Lattimore, L.P., Towery, D.L., & Reade, K.K. (2005). Improving staff performance through clinician application of outcome management. *Research in Developmental Disabilities, 26*, 101-116.

- *Richman, D.M., & Hagopian, L.P. (1999). On the effects of "quality" of attention in the functional analysis of destructive behavior. *Research in Developmental Disabilities, 20* (1), 51-62.
- Sevin, J.A., Bowers-Stephens, C., Hamilton, M.L., & Ford, A. (2001). Integrating behavioral and pharmacological interventions in treating clients with psychiatric disorders and mental
- *Smith, R.G., & Churchill, R.M. (2002). Identification of environmental determinants of behavior disorders through functional analysis of precursor behaviors. *Journal of Applied Behavior Analysis, 35* (2), 125-136.
- Sterling-Turner, H.E., & Watson, T.S. (2002). An analogue investigation of the relationship between treatment acceptability and treatment integrity. *Journal of Behavioral Education, 11* (1), 39-50.
- Sturmey, P. (2001). The functional analysis checklist: Inter-rater and test-retest reliability. *Journal of Applied Research in Intellectual Disabilities, 14*, 141-146.
- Sturmey, P. (2002). Mental retardation and concurrent psychiatric disorder: Assessment and treatment. *Current Opinion in Psychiatry, 15*, 480-495.
- *Tang, J.C., Patterson, T.G., & Kennedy, C.H. (2003). Identifying specific sensory modalities maintaining the stereotypy of students with multiple profound disabilities. *Research in Developmental Disabilities, 24*, 433-451.
- *Tarbox, J., Wallace, M.D., Tarbox, R.S.F., Landaburu, H.J., & Williams, W.L. (2004). Functional analysis and the treatment of low rate problem behavior in individuals with developmental disabilities. *Behavioral Interventions, 19*, 187-204.
- Vollmer, T.R., & Smith, R.G. (1996) Some current themes in functional analysis research. *Research in Developmental Disabilities, 17* (3), 229-249.

BLACKBOARD

As has been the practice in other courses in this sequence, we'll use Blackboard for communication, class management, and asynchronous discussion. **Please do not submit any assignments through the digital dropbox!** 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. The web address for GMU's Blackboard system is <http://blackboard.gmu.edu>.

COURSE REQUIREMENTS

Requirements, Performance Based Assessments, and Criteria for Evaluation

Blackboard Discussion Board Forums. For weeks indicated in the schedule below, and in conjunction with your readings from the Sidman (2001) text, respond to assigned Discussion Board forums. First do the assigned reading from. Then, go to the assigned Discussion Board. Read the instructor's question and the responses posted by your classmates. Next, either respond directly to the instructor's question, or to content posted by your classmates. Posts must be made prior to the start time of the class session for which they're assigned. Two points will be earned for each post made prior to the beginning time of the class for which it was assigned; one point for each late post. Up to **56 points**.

Written Assignments. Each of these must be typed, and must be submitted on paper, in class. No e-mailed or faxed assignments will be accepted. Each of assignment is described below, and each is posted on Blackboard at our course's website under Course Documents. 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.

Concise Composition Project. Good grammar, correct spelling, and proper punctuation matter! You will be provided 10 poorly stated procedural instructions, and will rewrite them such that they are in active voice, linear, readily understood, and stated with correct grammar, punctuation, and spelling. Up to **10 points**.

Operational Definition, Normative Rate, and Behavioral Objective Project. Involves writing an operational definition for the behavioral descriptors provided by the instructor; determining normative rate for each of the behaviors; and writing a behavioral objective targeting improvement toward slightly better than the normative rate for each. **Up to 10 points (1 for each correctly written definition; 1 for each correctly derived normative rate; 1 for each correctly written objective; and 1 for correct spelling, grammar, punctuation, and timely submission).**

Functional Assessment Screen Project. Involves interpreting results of the QABF, FAST, and MAS by identifying types of maintaining variables and contingencies potentially maintaining the targeted behaviors; and determining additional information that would be needed before action can be taken. **Up to 16 points (for each instrument, 1 point each for identifying maintaining contingencies, EOs, immediate antecedents, and consequences, and 1 point for stating what additional information would be needed before action can be taken; plus, 1 point for correct spelling, grammar, punctuation, and timely submission).**

Scatterplot Interpretation Project. You will be provided with three stimulus control scatterplots, and responses to interview questions asked about the scatterplots. Based on these, you will correctly describe patterns regarding occurrence and nonoccurrence of the targeted behaviors with regard to time and other events; and based on this analysis you will describe at least two initial changes directly and logically related to the scatterplot data and analysis to improve the situation. **Up to 13 points (for each scatterplot, 1 point for correctly describing pattern as it relates to time, 1 as it relates to other events, and 1 point for each of the two recommended changes; plus, 1 point for correct spelling, grammar, punctuation, and timely submission).**

Initial Interview. Based on written text of an initial assessment interview covering three targeted behaviors and provided you in class, you will identify types of contingencies that appear to be maintaining the targeted behaviors, the apparently maintaining EOs, antecedents, and consequences; and will list at least three additional types of information you would need before taking further action. **Up to 22 points (for each targeted behavior, 1 point each for identifying maintaining contingencies, EOs, immediate antecedents, and consequences, and 1 point for each type of the three additional types of information needed that you mention; plus, 1 point for correct spelling, grammar, punctuation, and timely submission).**

FAI and Behavioral Diagnostics Project. You will be provided with a completed FAI and a the text of a completed Behavioral Diagnostics Interview. Each will

consider only one targeted behavior. For each, you will correctly identify apparently maintaining EOs, immediate antecedents, and consequences, and name the type(s) of contingencies that appear to be maintaining the behavior. Next, you will state three types of additional information that would be needed before further action could be taken. **Up to 15 points (for each targeted behavior, 1 point each for identifying maintaining contingencies, EOs, immediate antecedents, and consequences, and 1 point for each type of the three additional types of information needed that you mention; plus, 1 point for correct spelling, grammar, punctuation, and timely submission).**

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 26 points (5 points for each analysis, and 1 point for correct spelling, grammar, punctuation, and timely submission).**

Function Relevant Treatment Project. You will be provided with a the text of a completed functional assessment, which will include an operational definition of the targeted behavior, a scatterplot, text of the interview regarding the scatterplot, a behavioral diagnostic interview, and a completed QABF. Based on this completed assessment package, you will: 1) determine the normative rate for the behavior; 2) write a behavioral objective for the terminal state of the behavior; 3) describe the contingencies currently maintaining the problem behavior; 4) determine normative rate for the alternative, replacement behavior specified; 5) write a behavioral objective for the terminal state of the alternative behavior; 6) compose preventive procedures to prevent occurrence of the targeted problem behavior; 7) compose instructional procedures to increase frequency of the alternative behavior (in the situations in which the problem behavior initially occurs); 8) compose reactive procedures to be conducted when the targeted problem behavior does occur; and submit all of this, with proper spelling, grammar, and punctuation, in a timely manner. **Up to 31 points (1 point for each of parts 1-5, 10 points for each of 6-8, and 1 point for correct spelling, grammar, punctuation, and timely submission).**

Research Worksheets. You will complete one research worksheet for each of three asterisked articles from our reading list, thereby submitting three research worksheets in all! These are due at the last class session. **Up to 10 points for each research worksheet submitted.**

Spoken Assignment

Functional Analysis Research Presentations. During the last class, each student will present one article she or he read while preparing the research worksheets submitted that night. Presentations must accurately state the purpose of the study (1 point), dependent and independent variables (1 point each), describe the procedures (3 points), describe the results (3 points), indicate the extent to which the purpose of the study was met (1 point), and describe implications for future work (1 point), for a total of **up to 10 points.**

Grading Scale

Given these assignments, the distribution of total possible points per assignment type and grading scale are as follows:

Description	Possible Points	Total Possible Points
Discussion Board Forums	56 points	56 points
Concise Composition Project	10 points	66 points
OD, NR, & BO Project	10 points	76 points
FAS Project	16 points	92 points
Scatterplot Interpretation Project	13 points	105 points
Initial Interview Project	22 points	127 points
FAI and Bx Dx Project	15 points	142 points
Analogue FA Outcome Project	26 points	168 points
Function Relevant Treatment Project	31 points	199 points
Research Worksheets	30 points	229 points
Research Worksheet Presentations	10 points	239 points

A = 215–239 points; B = 181-214 points; C = 157-180 points; F < 157 points

SCHEDULE

Throughout the following table, ABA refers to the Cooper, Heron, and Heward (1987) text, Sidman refers to the Sidman (2001) text, O’Neill refers to the O’Neill et al. (1997) text, TL refers to the Task List, and GRC refers to the Guidelines for Responsible Conduct.

Class Date	Read Before Class	Do Before Class / Submit at Beginning of Class	Do During Class
1.26.06			Review syllabus Lecture and discussion – Introduction to functional assessment, functional analysis, and function relevant treatment and instructional development, implementation, management, and evaluation; elements of consent; and correct composition
2.2.06	Sidman, Ch 1; <u>ABA</u> pp. 36-58	Respond to Discussion Board Forums 1 and 2 Concise Composition project due	Lecture and discussion on operational definitions, normative rate studies, criterion referencing, developing overall goals and initial objectives
2.9.06	Sidman, Ch 2 ; Sturme y (2001)	Respond to Discussion Board Forums 3 and 4; Operational Definition, Normative Rate, and Behavioral Objective project due	Lecture and discussion on interviewing dos and don’ts, functional assessment screens (QABF, FAST, MAS)
2.16.06	Sidman Ch 3 & 4 O’Brien (1995)	Respond to Discussion Board Forums 5 and 6; Functional Assessment Screen project due	Lecture and discussion on stimulus control scatterplots and ABC data collection
2.23.06	Sidman Ch 5; Pyles et al. (1997)	Respond to Discussion Board Forums 7 and 8; Scatterplot Interpretation Project due	Lecture and discussion on functional assessment interviewing (Initial Interview, Behavioral Diagnostics)
3.2.06	Sidman Ch 6 & 7; O’Neill et al. pp. 1-64	Respond to Discussion Board Forums 9 and 10; Initial Interview Project due	Lecture and discussion on Functional Assessment Interview

	Read Before Class	Do Before Class / Submit at Beginning of Class	Do During Class
3.9.06	Sidman Ch 8 Borrero et al. (2004); Crosland et al (2003); Ellis & Magee (2004); Galiatsos & Graff (2003); Hagopian et al. (1997); Hanley et al. (2003)	Respond to Discussion board Forums 11 and 12; FAI and Behavioral Diagnostics Project Due	Lecture and discussion on analogue functional analysis
3.23.06	Sidman Ch 9 & 10 Adkins et al. (2002); O’Neill et al. pp. 65-91	Respond to Discussion Board Forums 13 and 14; Analogue Functional Analysis Outcome Project due	Lecture and discussion on function-relevant treatment selection and development: Considering procedures, supports, resources, and acceptability; practice writing procedures
3.30.06	Sidman Ch 11 Holden & Gitlesen (2004); Matson et al. (2004); Sevin et al. (2001); Sturmey 2002)	Respond to Discussion Board Forums 15 and 16	Lecture and discussion on medications and physiological variables as dependent variables and various medication and physiology related issues; Instructional DVD: History of Behavioral Pharmacology (Brady, 2004)
4.6.06	Sidman Ch 12 Jahr (1998); Reid et al. (2005); Sterling-Turner & Watson (2002)	Respond to Discussion Board Forums 17 and 18	Lecture, discussion, and activity on implementing procedures – where, when, by whom, etc.; training others to implement procedures; controlling for errors in implementation; studying effects of errors; integrity; and reliability; Instructional video: Assuring the quality of your ABA interventions via organizational behavior management (Sulzer-Azaroff, 2003)
4.13.06	Sidman Ch 13, <u>ABA</u> Ch 27	Respond to Discussion Board Forums 19 and 20	Lecture, discussion, and activity on planning for generality and durability
4.20.06	Sidman Ch 14 and 15; Review <u>ABA</u> Ch 7 - 9	Respond to Discussion Board Forums 21 and 22;	Lecture and discussion on assessing procedural efficacy, what to do when things work, and what to do when things don’t work
4.27.06	Sidman Ch 16; Carr et al. 1999	Respond to Discussion Board Forums 23 and 24	Lecture, discussion, and practice on developing and incorporating social validity and consumer satisfaction assessment.
5.4.06	Sidman Ch 17	Discussion Board Forums 25 and 26; Function Relevant Treatment Project due	Discussion on termination and follow-up, and related ethical issues
5.11.06	Asterisked articles	Discussion Board forums 27 and 28; Submit three research worksheets (one for each of three asterisked articles)	Functional Analysis Research presentations

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.

CONTACTING YOUR INSTRUCTOR

You can contact Dr. Hoch by phone at 703.497.1562, or by e-mail at thoch@gmu.edu.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703.993.2474 to access the DRC.