



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

Spring 2013

EDSE 623 DL2: Applied Behavior Analysis: Assessments and Interventions  
CRN: 20970, 3 - Credit(s)

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 01/22/13 - 05/15/13
<b>Phone:</b> 703.987.8928	<b>Synchronous Meeting Day(s):</b> Tuesdays: 2/5, 2/19, 3/5, 4/2, 4/9, 4/16, and 4/30
<b>E-Mail:</b> thoch@gmu.edu	<b>Synchronous Meeting Times:</b> 7:30PM-8:30PM
<b>Office Hours:</b> Wednesday and Thursday 1:30 – 3:30, through Blackboard Collaborate, and by phone and e-mail	<b>Meeting Location:</b> Internet, NET NET

**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**

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

**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)993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

*[Instructors, please revise in accordance with your specific course format]*

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 be able to:

- Describe and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
- Describe the rationale for conducting a functional analysis and a functional assessment.
- Describe, identify, and demonstrate procedures for conducting a functional assessment.
- Describe and identify procedures for conducting a functional analysis.
- Interpret functional assessment and functional analysis data.
- Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
- Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
- Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
- Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
- Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

### **Required Textbooks**

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

**Recommended Textbooks:** None

**Required Resources:** Download a **Task List (4<sup>th</sup> Ed.)**, **Disciplinary Standards**, and **Guidelines for Responsible Conduct (2010 Ed.)** from the Behavior Analyst Certification Board's website ([www.bacb.com](http://www.bacb.com)).

**Additional Readings:** You may find the following articles one of two ways. First, if the article is published in the *Journal of Applied Behavior Analysis*, you may go right to that journal's website (<http://www.ncbi.nlm.nih.gov/pmc/journals/309/>), and download the article there. For other articles, please go to the GMU Library website, and locate the article through PsychInfo. (If you need assistance, please consult the GMU Library InfoGuides at <http://infoguides.gmu.edu/>, or please contact a librarian at 703.993.2240). Two of these references are for chapters that you instructor will provide to you.

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

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

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

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

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

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

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

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

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

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

- Hoch, T.A., Hammell, C.E., Hajimihalis, C., Brodeur, D.K., & Johnson, S.D. (1996). A descriptive comparison of two zone discrimination reinforcer assessment procedures. *Education and Treatment of Children, 19* (2), 153 – 169.
- Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans: A technical brief. *Exceptionality, 8* (3), 205 – 215.
- Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27* (2), 197 – 209.
- Johnson, C.R., Handen, B.L., Butter, E., Wagner, A., Mulick, J., Sukhodolsky, D.G., Williams, S., Swiezy, N.A., Arnold, L.E., Aman, M.G., Scahill, L., Stigler, K.A., McDougale, C.J., Vitiello, B., & Smith, T. (2007). Development of a parent training program for children with pervasive developmental disorders. *Behavioral Interventions, 22*, 201 – 221.
- Kahng, S.W., Iwata, B.A., & Fischer, S.M. (1998). Temporal distributions of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis, 31* (4), 503-604.
- Lang, R., Davis, T., O'Reilly, M., Machalicek, W., Rispoli, M., Sigafos, J., Lancioni, G., & Register, A. (2010). Functional analysis and treatment of elopement across two school settings. *Journal of Applied Behavior Analysis, 43* (1), 113 – 118.
- LaRue, R.H., Lenard, K., Weiss, M.J., Bamond, M., Palmieri, M., & Kelley, M.E. (2010). Comparison of traditional and trial based methodologies for conducting functional analyses. *Research in Developmental Disabilities, 31*, 480 – 487.
- Lerman, D.C., Hovanetz, A., Strobel, M., & Tetreault, A. (2009). Accuracy of teacher-collected descriptive analysis data: A comparison of narrative and structured recording formats. *Journal of Behavioral Education, 18*, 157 – 172.
- Love, J.R., Carr, J.E., Almason, S.M., & Petursdottir, A.I. (2009). Early and intensive behavioral services for autism: A survey of clinical practices. *Research in Autism Spectrum Disorders, 3*, 421 – 428.
- MacDonald, A., & Hume, L. (2010). The use of multi-element behaviour support planning with a man with severe learning disabilities and challenging behaviour. *British Journal of Learning Disabilities, 38*, 280 – 285.
- Matson, J.L., Mahan, S., & LoVullo, S.V. (2009). Parent training: A review of methods for children with developmental disabilities. *Research in Developmental Disabilities, 30*, 961 – 968.
- Nahgahgwon, K.N., Umbreit, J., Liaupsin, C.J., & Turton, A.M. (2010). Function-based planning for young children at risk for emotional and behavioral disorders. *Education and Treatment of Children, 33* (4), 537 – 599.
- Najdowski, A.C., Wallace, M.D., Reagon, K., Penrod, B., Higbee, T.S., & Tarbox, J. (2010). Utilizing a home-based parent training approach in the treatment of food selectivity. *Behavioral Interventions, 25*, 89 – 107.

- Neef, N.A. (1995). Pyramidal parent training by peers. *Journal of Applied Behavior Analysis*, 28 (3), 333 – 337.
- Neidert, P.L., Dozier, C.L., Iwata, B.A., & Hafen, M. (2010). Behavior in intellectual and developmental disabilities. *Psychological Services*, 7 (2), 103-113.
- Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis*, 24 (3), 509 – 522.
- O'Reilly, M.F. (1996). Assessment and treatment of episodic self-injury: A case study. *Research in Developmental Disabilities*, 17 (5), 349 – 361.
- Paclawskyj, T.R., & Vollmer, T.R. (1995). Reinforcer assessment for children with developmental disabilities and visual impairments. *Journal of Applied Behavior Analysis*, 28 (2), 219 – 224.
- Parsons, M.B., & Reid, D.H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis*, 28 (3), 317 – 322.
- Pelios, L., Morren, J., Tesch, D., & Axelrod, S. (1999). The impact of functional analysis methodology on treatment choice for self-injurious and aggressive behavior. *Journal of Applied Behavior Analysis*, 32 (2), 185 – 195.
- Peterson, S.M.P., Derby, K.M., Berg, W.K., & Horner, R.H. (2002). Collaboration with families in the functional behavior assessment of and intervention for severe behavior problems. *Education and Treatment of Children*, 25 (1), 5 – 25.
- Pyles, D.A.M., Muniz, K., Cade, A., & Silva R. (1997). A behavioral diagnostic paradigm for integrating behavior-analytic and psychopharmacological interventions for people with a dual diagnosis. *Research in Developmental Disabilities*, 18 (3), 185 – 214.
- Rojahn, J., Schroeder, S.R., & Hoch, T.A. (2007). Assessment. In Rojahn, J., Schroeder, S.R. & Hoch, T.A. (2007) *Self-injurious behavior in intellectual disabilities*. New York, NY: Elsevier, pp. 95 – 132.
- Schanding, G.T., Tingstrom, D.H., & Sterling-Turner, H.E. (2009). Evaluation of stimulus preference assessment methods with general education students. *Psychology in the Schools*, 46 (2), 89 – 99.
- Shore, B.A., Iwata, B.A., Vollmer, T.R., Lerman, D.C., & Zarcone, J.R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis*, 28 (3), 323 – 332.
- Singh, N.N., Matson, J.L., Lancioni, G.L., Singh, A.N., Adkins, A.D., McKeegan, G.F., & Brown, S.W. (2006). Questions about behavioral function in mental illness (QABF- MI): A behavior checklist for functional assessment of maladaptive behavior exhibited by individuals with mental illness. *Behavior Modification*, 30 (6), 739-751.

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

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

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

### **Course Relationship 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](http://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://academicintegrity.gmu.edu/honorcode/>].
- b.** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.**

You are expected to arrive on time for all synchronous discussion sessions, attend all synchronous discussion sessions, remain in the discussion for the duration of each synchronous discussion 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.

### **Late Work.**

All work is due on the dates listed in the schedule below. All written work must be uploaded through Blackboard. Work that is submitted after the due date, or that is not submitted by upload through Blackboard, will be assessed a 10% possible point penalty. Discussion Board Posts must be made during the week for which they were assigned. Late posts will be assessed a 50% penalty.

### TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

### Grading Scale

Description	Instances	Pts. Ea.	Total Pts. Possible	Cumulative Pts. Possible
Discussion Board Items	26	2	52	52
Project 1	1	20	20	72
Project 2	1	12	12	84
Project 3	1	25	25	109
Project 4	1	15	15	124
Project 5	1	10	10	134
Project 6	1	10	10	144
Project 7	1	35	35	179
Project 8	1	30	30	209
Group Project 1	1	15	15	224
Group Project 2	1	35	35	259
Group Project 3	1	15	15	274
Group Project 4	1	20	20	294
Group Project 5	1	15	15	309
Group Project 6	1	5	5	314
Autism Internet Modules Assignment	1	20	20	334

Grade by Point Distribution				
A	A-	B	C	F
317 – 334 pts	300 – 316 pts	267 – 299 pts	234 – 266 pts	< 234 pts

### Assignments

#### NCATE/TaskStream Assignments.

**Project 8: Function Relevant Treatment and Instruction Project.** You will be provided with the text of a completed functional assessment, which will



include an operational definition of the behavior targeted for reduction, a completed FAI, ABC data collection records, and a scatterplot. You will need to:

1. Complete the Competing Behavior Model as described by O'Neill et al. (1997), (up to 3 points)
2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach; (up to 1 point)
3. determine the normative rate for the competing behavior you've selected; (up to 2 points)
4. determine the normative rate for the problem behavior; (up to 2 points)
5. write a behavioral objective for the terminal state of the competing behavior; (up to 2 points)
6. write a behavioral objective for the terminal state of the problem behavior; (up to 2 points)
7. name the contingencies currently maintaining the problem behavior; (up to 1 point)
8. compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior (up to 3 points)
9. compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked; (up to 3 points)
10. compose step by step instructions telling the reader how to teach or accelerate the competing behavior; (up to 3 points)
11. compose step-by-step reactive procedures to enact should the problem behavior happen; and (up to 3 points)
12. compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions. (up to 3 points)

**Up to 30 points (with the last two points being for correct spelling and punctuation (1 point) and for correct grammar (1 point)). Must be submitted through Taskstream by the date and time listed in the schedule (below).**

### **Common Assignments.**

**Blackboard Discussion Board Forums.** For weeks indicated below, read the assigned chapters from the Sidman (2001) text. Then, go to the week's discussion board items. For each item, respond by answering the question(s) posed by the instructor. Then, **on another day on or before the due date**, respond again, but this time to a classmate's post. You will earn 1 point for responding to the instructor's question (1/2 point for posting after the due date), and 1 point for responding to a classmate's post on a second date (1/2 point for responding late).

### **Other Assignments.**

**Each of these assignments is due on or before the dates listed below. Each must be submitted by uploading to Blackboard.**

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

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

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

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

**Project 3: ABC Data Collection and Interpretation / Scatterplot Construction and Interpretation.** You will be provided with an internet link to a video you will watch. You will also be provided with a behavioral definition for a behavior on which you will record ABC data. You will next interpret the ABC data, such that you identify potentially active MOs, evocative SDs, and maintaining consequences. (5 points for correct data collection, 5 points for correct interpretation.) Next, you will be provided with some ABC data, which you will interpret as above (5 points), and which you will convert to a scatterplot

(5 points). From your scatterplot, you will identify temporal patterns of occurrence and nonoccurrence for the behavior, and list three questions raised by the scatterplot for which you'd need additional information or data (5 points). (25 points possible)

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

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

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

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

content of the competing behavior model (up to 1 point per intervention, plus up to 2 additional points for correct spelling, grammar, and punctuation). (35 points total)

**Group Projects 1 – 6.** These assignments will be worked on during our synchronous discussions on the dates listed in the schedule (below). Specific instructions for each of these projects will be provided in class and in writing in the corresponding class sessions' blackboard folders. Group Projects 1 – 5 involve writing instructions for specific procedures, and you will receive guidance on this in class. Group Project 6 is a discussion. Possible point values associated with these are listed in the Grading Scale table.

**Autism Internet Module Assignment.** During the eleventh week of the course, you will be directed to visit the Autism Internet Module, create a free account, and complete two modules (from a list provided from your instructor). You will upload your completion reports to Blackboard by the date provided, earning up to 20 points for completing these two modules (e.g., 10 points per module).

**Extra Credit – Discussion Board Items 27 and 28.** Respond to these and to your classmates posts, as you do for all other discussion board items, during week 15, and earn up to 2 points per item.

**Extra Credit – Behavior Development Solutions.** You may earn 10 points per module completed for completing and uploading to Blackboard completion documentation no later than 11:59 on 15 May 2013 for these Behavior Development Solutions modules:

Behavior Change Procedures

Selecting Intervention Outcomes and Strategies.

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

**Extra Credit – Autism Internet Modules.** Complete up to four additional AIM Modules from the list provided by your instructor (for the week 11 assignment). Upload your completion reports to Blackboard no later than 11:59 pm on 15 May 13. You will receive 5 points for each module completed, up to 20 points total.

## Schedule

Class Date	Read Before Class	Assignments Due	Topic /Do During Class
1.23.13 1 <sup>st</sup> Ssn	No Reading Beginning to work: Handling first things, first		Review syllabus Participate in Discussion
1.30.13 2 <sup>nd</sup> Ssn	Sidman, Ch 1 Love et al. (2009), Niedert et al. (2010), Pelios et al. (1999)	Respond to DBI 1 and 2 Submit Project 1	Overview of Assessment, Treatment, and Instruction Participate in Discussion
2.5.13	SD 1: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate  Meet and Greet, Questions and Answers!		
2.6.13 3 <sup>rd</sup> Ssn	Sidman Ch. 2  Pyles et al. (1997)	Respond to DBI 3 and 4	Initial Interview / Identifying Appropriate Scope
2.13.13 4 <sup>th</sup> Ssn	Sidman Ch. 3 and 4, Bijou et al. (1968), Bosma & Mulick (1990), Hoch (2007), Kahng et al. (1998), and Lerman et al. (2009)	Respond to DBI 5 and 6  Project 2 Due	Baseline and functional assessment data – ABC data, Interval Sampling, Scatterplots, and Graphing; Sharing data
2.19.13	SD 2: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate  Group Project 1		
2.20.13 5 <sup>th</sup> Ssn	Sidman Ch. 5  Rojahn et al. (2007) pp. 26 – 39, Singh et al. (2006)	Respond to DBI 7 and 8  Project 3 Due	More Functional Assessment Interviewing / Checklists / Practice Administering and Interpreting checklist /
2.27.13 6 <sup>th</sup> Ssn	Sidman Ch. 6 and 7, Hagopian et al. (1997); Iwata et al. (1994); Rojahn et al. (2007), pp.	Respond to DBI 9 and 10  Project 4 Due	Analogue functional analysis / Participate in Discussion / Practice Interpreting Analogue

	4 – 25		Functional Analysis Data
3.5.13	SD 3: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Group Project 2		
3.6.13 7 <sup>th</sup> Ssn	Sidman Ch. 8; Berg et al. (2000); Derby et al. (1992); Falcomata et al. (2010); Goh et al. (1995); LaRue et al (2010); O'Reilly et al. (1996)	Respond to DBI 11 and 12	More Analogue Functional Analysis and Other Systematic Manipulations
3.20.13 8 <sup>th</sup> Ssn	Sidman Ch. 9 and 10, Asmus et al. (2002), Lang et al. (2010), Peterson et al. (2002), Tarbox et al. (2009)	Respond to DBI 13 and 14 Project 5 Due	Functional Assessment and Analysis in Schools Participate in Discussion
3.27.13 9 <sup>th</sup> Ssn	Sidman Ch. 11; Hoch et al. (1996), Paclawskyj & Vollmer 1995), Schanding et al. (2009), Wilder et al. (2008), Zarcone et al. 1999	Respond to DBI 15 and 16	Reinforcer Assessment Participate in Practice and Discussion
4.2.12	SD 4: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Group Project 3		
4.3.13 10 <sup>th</sup> Ssn	Sidman Ch 12	Respond to DBI 17 and 18	Getting Caught Up Week!
4.9.12	SD 5: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Group Project 4		
4.10.13 11 <sup>th</sup> Ssn	Sidman Ch. 13, O'Neill et al. (1997), pp. 65 – 98; Northup et al. (1991)	Respond to DBI 19 and 20 AIM Assignment Due	Going from Assessment to Intervention / Competing Behavior Model / Normative Rate Studies

4.16.13	SD 6: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Group Project 5		
4.17.13 12 <sup>th</sup> Ssn	Sidman Ch. 14 and 15;	Respond to DBI 21 and 22 Project 6 Due	More Guidance on Writing Procedures
4.24.13 13 <sup>th</sup> ssn	Sidman Ch. 16; Parsons & Reid (1995); Shore et al. (1995); Johnson et al. (2007), Matson et al. (2009), Najdowski et al. (2010), Neef (1995)	Respond to DBI 23 and 24 Project 7 Due	Parent and Staff Training
4.30.13	SD 7: 7:30 – 8:30 US Eastern Time, Blackboard Collaborate Group Project 6		
5.1.13 14 <sup>th</sup> ssn	Sidman Ch. 17	Respond to DBI 25 and 26	Termination / Course Review
NLT 5.15.13 15 <sup>th</sup> Ssn	Project 8 due through Taskstream no later than 11:59 pm on 15 May 13. All other work due no later than 11:59 pm on 15 May 13 through Blackboard.		

