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

Summer 2016
EDSE 623 N01: Applied Behavior Analysis: Assessments and Interventions
CRN: 42306, 3 - Credits

Instructor: Barbara Kaminski	**Meeting Dates:** 05/16/16 - 08/06/16
Phone: 707-987-0132	**Meeting Day(s):** Thursdays; 5/19, 6/2, 6/30, 7/7, & 7/14 ONLY
E-Mail: bkamins2@gmu.edu	**Meeting Time(s):** 7:30pm – 8:30pm
Office Hours: by appointment	**Meeting Location:** Internet

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): B- or higher in EDSE 619

Co-requisite(s): EDSE 619

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

Nature of Course Delivery

Learning activities include the following:

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

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format with **several synchronous discussions** 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 5/16/2016.

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 and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.

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

Required Textbooks

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

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

Required Resources

Download from the Behavior Analyst Certification Board's website (www.bacb.com).:
BCBA/BCaBA Task List Fourth Edition

BACB Professional and Ethical Compliance Code for Behavior Analysts

You will also need to download.
Disciplinary Standards, and **Guidelines for Responsible Conduct (2010 Ed.)**
Because this is the "old" version of the ethical guidelines, it is a little bit more difficult to find. Here is one place where you can access it:
https://www.sec.state.vt.us/media/522790/BACB-Attachment4_Standards-of-Practice.pdf

Additional Readings

A list of additional readings is found in the Appendix at the end of the syllabus.

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/ProfessionalStanda

rds/ . 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.

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.

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 *Functional Relevant Treatment and Instruction Project* 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

Description	Instances	Pts. Ea.	Total Pts. Possible	Cumulative Pts. Possible
Discussion Board Items	20	2	40	40
Project 1	1	20	20	60
Project 2	1	12	12	72
Project 3	1	25	25	97
Project 4	1	15	15	112
Project 5	1	10	10	122

Project 6	1	10	10	132
Project 7	1	35	35	167
Project 8	1	30	30	197
Group Project 1	1	15	15	212
Group Project 2	1	35	35	247
Group Project 3	1	15	15	262
Group Project 4	1	20	20	282
Group Project 5	1	15	15	297
Group Project 6	1	5	5	301
Autism Internet Modules Assignment	1	20	20	321

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

Assignments

Performance-based Assessment (Tk20 submission required).

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).

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

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. Some sample first session materials will be available on Blackboard. Additionally, you will should have downloaded the 4th Edition of the BACB's Task List, the 2010 Guidelines for Responsible Conduct, and the Disciplinary Standards, and the 2015 BACB Professional and Ethical Compliance Code for Behavior Analysts. 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 uploaded to Blackboard. 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 upload this 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. Group Project 6 is a discussion. Possible point values associated with these are listed in the Grading Scale table.

Autism Internet Module Assignment. 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 – Behavior Development Solutions. You may earn 10 points per module completed for completing and uploading to Blackboard

completion documentation no later than 11:59 pm August 1, 2016 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 assigment). Upload your completion reports to Blackboard no later than 11:59 pm on August 1, 2016. You will receive 5 points for each module completed

Schedule

Class Date	Read Before Class	Assignments Due	Weekly Topics
Week of May 16 Week 1	No Reading Beginning to work.		Review syllabus Participate in Discussion
May 19	SD 1: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Meet and Greet, Questions and Answers! Assign Groups		
Week of May 23 Week 2	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
Week of May 30 Week 3	Sidman Ch. 2 Pyles et al. (1997)	Respond to DBI 3 and 4	Initial Interview / Identifying Appropriate Scope Participate in Discussion
June 2	SD 2: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Discussion and Groups Meet		
Week of June 6 Week 4	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
Week of June 13 Week 5	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 /
Week of June 20 Week 6	Sidman Ch. 6 and 7, Hagopian et al. (1997); Iwata et al. (1994); Rojahn	Respond to DBI 9 and 10 Project 4 Due	Analogue functional analysis / Practice Interpreting Analogue

	et al. (2007), pp. 4 – 25		Functional Analysis Data
Week of June 27 Week 7	Sidman Ch. 8 - 10; 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); Asmus et al. (2002), Lang et al. (2010), Peterson et al. (2002), Tarbox et al. (2009)	Respond to DBI 11 and 12	More Analogue Functional Analysis and Other Systematic Manipulations Functional Assessment and Analysis in Schools Participate in Discussion
June 30	SD 3: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		
Week of July 4 Week 8	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 13 and 14 Project 5 Due	Reinforcer Assessment Participate in Discussion
July 7	SD 4: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		
Week of July 11 Week 9	Sidman Ch 12, 13, 14 O'Neill et al. (1997), pp. 65 – 98; Northup et al. (1991)	Respond to DBI 15 and 16 AIM Assignment Due	Going from Assessment to Intervention / Competing Behavior Model / Normative Rate Studies Participate in Discussion
July 14	SD 5: 7:30 – 8:30 pm, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		

Week of July 18 Week 10	Sidman Ch. 15, 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 17 and 18 Project 6 Due	Parent and Staff Training More Guidelines on Writing Procedures
Week of July 25 Week 11	Sidman Ch. 17	Respond to DBI 19 and 20 Project 7 Due	Termination
Week of Aug 1 Week 12	Project 8 due through Tk20 no later than 11:59 pm on August 6, 2016. All other work due no later than 11:59 pm on August 6, 2016 through Blackboard.		

Appendix: Additional readings

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 presession exposure to attention on the results of assessments of attention as a reinforcer. *Journal of Applied Behavior Analysis, 33* (4), 463 – 477.

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

Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment 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., McDougle, C.J., Vitiello, B., & Smith, T. (2007). Development of a parent training program for children with pervasive developmental disorders. *Behavioral Interventions, 22*, 201 – 221.

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

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

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

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

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

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

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

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

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

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

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