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

Summer 2017
EDSE 623 637: Applied Behavior Analysis: Assessments and Interventions
CRN: 42527, 3 – Credits

Instructor: Dr. Barbara Kaminski	**Meeting Dates**: 4/3/2017 – 6/19/2017
Phone: 703-987-0132	**Meeting Day(s)**: Mondays
E-Mail: bkamins2@gmu.edu	**Meeting Time(s)**: 10:00am – 11:00am OR 6:00pm – 7:00pm on 4/3, 4/17, 5/22, 6/5, & 6/12 ONLY!
Office Hours: By appointment	**Meeting Location**: Internet
Office Location: As arranged (internet)	**Other Phone**: N/A

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

Prerequisite(s) B- or higher in EDSE 619
Co-requisite(s) None

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.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method

Learning activities include the following:

1. Recorded lectures and synchronous 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

This course will be delivered online (76% or more) using an asynchronous format (with scheduled synchronous discussions) via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or before April 2, 2017

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/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.

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. 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 Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

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

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

Additional Readings

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 623, the required PBA is *Function Relevant Treatment and Instruction Project*. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

FINAL PROJECT: 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 TK20 by the date and time listed in the schedule (below).

College Wide Common Assessment (Tk20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
None

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/Fieldwork Experience

Each of these assignments is due on or before the dates listed in the schedule. Each much be submitted by upload to Blackboard.

INDVIDUAL PROJECTS

Individual Project 1: First Session Form. Some sample first session materials will be available on Blackboard. Additionally, you should download the 4th Edition of the BACB's Task List 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 expectations
6. Mechanism for complaints
7. Termination criteria and procedures

This document must be typed and uploaded to Blackboard. You will receive up to 2 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. (20 points possible)

Individual 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). Upload this with correct grammar, spelling, and punctuation for up to 3 additional points (15 points possible)

Individual 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 would need additional information or data (5 points). (Total 25 points possible)

Individual Project 4: Functional Analysis Checklist Interpretations. 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).

Individual Project 5: Analogue Functional Analysis Outcome Interpretation Project. You will be provided with five graphs depicting outcomes or 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). (10 points possible)

Individual Project 6. Normative Rate Studies. You will be provided with an internet link for a video, and an operational definition for a behavior 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 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)

Individual 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 and 1 additional point per intervention for correct spelling, grammar, and punctuation). (20 points possible)

GROUP PROJECTS.

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 – 4 involve writing instructions for specific procedures and you will receive guidance. 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. You will upload your completion reports to Blackboard by the date provided, each up to 20 points (10 points per module)

Extra Credit – Behavior Development Solutions.
You may earn 10 points per module completed (upload completion report to Blackboard no later than June 19, 2017) for these BDS modules:
Behavior Change Procedures
Selective Intervention Outcomes and Strategies

A subscription to the BDS BCBA Exam Study Modules can be purchased at:
http://www.behaviordevelopmentsolutions.com

Extra Credit – Autism Internet Modules.
Complete up to four additional AIM modules from the list provided by your instructor. Upload your completion reports to Blackboard no later than June 19, 2017. You will receive 5 points for each module completed.

Course Policies and Expectations

Attendance/Participation

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.

Grading Scale

Description	Instances	Pts. Ea.	Total Pts.	Cumulative Pts.
Discussion Board Items	20	2	40	40
Individual Project 1	1	2	20	60
Individual Project 2	1	1	15	75
Individual Project 3	1	2	25	100
Individual Project 4	1	1	15	115
Individual Project 5	1	1	10	125
Individual Project 6	1	1	10	135
Individual Project 7	1	2	20	155
Final Project	1	3	30	185
Group Project 1	1	1	15	200
Group Project 2	1	2	20	220

Description	Instances	Pts. Ea.	Total Pts.	Cumulative Pts.
Group Project 3	1	1	15	235
Group Project 4	1	2	20	255
Autism Internet Modules	1	2	20	275

Grade by Points				
A	A-	B	C	F
262 – 275 pts	247 – 261 pts	219 – 248 pts	191 – 218 pts	< 191 pts

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Date	Read Before Class	Assignments Due by Class Date	Weekly Topics
April 3	No Reading Beginning to work.		Review syllabus Participate in Discussion
April 3	Synchronous Discussion 1: 10:00 – 11:00 am or 6:00-7:00pm , US Eastern Time, Blackboard Collaborate Meet and Greet, Questions and Answers! Assign Groups		
April 10	Sidman, Ch 1 Love et al. (2009), Niedert et al. (2010), Pelios et al. (1999)	Respond to DBI 1 and 2	Overview of Assessment, Treatment, and Instruction
April 17	Sidman Ch. 2 Pyles et al. (1997)	Respond to DBI 3 and 4 Individual Project 1 due	Initial Interview / Identifying Appropriate Scope Participate in Discussion
April 17	Synch Disc 2: 10:00 – 11:00 am or 6:00-7:00 pm, US Eastern Time, Blackboard Collaborate Discussion and Groups Meet		
April 24	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 Individual Project 2 Due	Baseline and functional assessment data – ABC data, Interval Sampling, Scatterplots, and Graphing; Sharing data
May 1	Sidman Ch. 5 Rojahn et al. (2007) pp. 26 – 39, Singh et al. (2006)	Respond to DBI 7 and 8 Individual Project 3 Due	More Functional Assessment Interviewing / Checklists / Practice Administering and Interpreting checklist /
May 8	Sidman Ch. 6 and 7, Hagopian et al. (1997); Iwata et al. (1994); Rojahn et al. (2007), pp. 4 – 25	Respond to DBI 9 and 10 Individual Project 4 Due	Analogue functional analysis / Practice Interpreting Analogue Functional Analysis Data

May 15	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
May 22	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 Individual Project 5 Due	Reinforcer Assessment Participate in Discussion
May 22	Synch Disc 3: 10:00 – 11:00 am or 6:00-7:00 am, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		
May 29	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
June 5	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 Individual Project 6 Due	Parent and Staff Training More Guidelines on Writing Procedures Participate in Discussion
June 5	Synch Disc 4: 10:00 – 11:00 am or 6:00-7:00 am, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		
June 12	Sidman Ch. 17	Respond to DBI 19 and 20 Individual Project 7 Due	Termination Participate in Discussion
June 12	Synch Disc 5: 10:00 – 11:00 am or 6:00-7:00 am, US Eastern Time, Blackboard Collaborate Discussions and Groups Meet		

June 19	FINAL PROJECT due through Tk20 no later than 11:59 pm on June 19, 2017 All other work due no later than 11:59 pm on June 19, 2017 through Blackboard.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The 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/).
- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s)
Posted on Blackboard

Appendix

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 your 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.

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