

Syllabus

EDS 601.001: Applied Behavior Analysis Credits: 3 Fall 2008

Instructor: Donald M. Stenhoff, PhD, BCBA
Department of Special Education and Rehabilitation Counseling
233 Taylor Education Building
859.257.8596
Don.Stenhoff@uky.edu

Office Hours: By appointment.

Course Time: Tuesdays, 4.30-7.00 pm

Course Location: 222 Taylor Education Building

Prerequisite: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of A or B in EDS 516, or an equivalent course.

Purposes of the Course

The purpose of this course is to expand students' understanding of behavior analysis and their ability to apply behavior analysis to practical situations. The course assumes that students enter with a strong understanding of basic concepts of behavior analysis and that they have experience applying these concepts to practical educational or clinical problems. Given this background, the course is designed to deepen students' understanding of the fundamental concepts of antecedent stimuli, behaviors, and consequences. This process begins with examination of the defining features, and conceptual works relevant to each concept. The course will then proceed to issues of generalization and maintenance of behavior in school and clinical situations. Functional analysis of behavior will be examined as an application of behavioral approach and as a set of practical methods for solving behavioral problems.

Competency

Upon satisfactory completion of this course, the learner will be able to functionally analyze social behavior deficits and excesses of children and youth. In addition, learners will be able to design behavioral intervention plans based on functional behavioral assessments.

Rationale

This course is the second in a series of four courses that examine the technology of Applied Behavior Analysis (ABA). Building upon the basic terminology and concepts discussed in EDS 516, EDS 601 provides the student with an in-depth study of the strategies for managing inappropriate social behaviors. In subsequent courses, EDS 630 and EDS 633, ABA is discussed

within the context of instructional program design and single subject research methodology, respectively.

ABA offers the classroom teacher a technology for documenting positive changes in children and youth, as well as for validating intervention procedures. ABA also provides a basis for making critical educational decisions about students through the continuous observation and measurement of behavior. Thus, ABA represents an essential set of tools for the teacher to use in designing and evaluating individual educational plans.

Relationship to the College's Conceptual Framework and K.E.R.A.

Faculty in the College of Education have adopted a conceptual framework that views the teacher as a reflective decision maker. The approved program of preparation for teacher certification is designed to prepared candidates to teach students from diverse backgrounds and manage tasks identified in the nine *Kentucky New Teacher Standards*. For candidates who already hold teacher certification, the *Kentucky Experienced Teacher Standards* are noted as ETS, below. This course addresses the following seven teacher standards:

Standard I (ETS III): The teacher *designs/plans instruction* and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard II (ETS IV): The teacher *creates a learning climate* that supports the development of student abilities to use communication skills.

Standard III (ETS V): The teacher *introduces/implements/manages* instruction that develops student abilities to use communication skills.

Standard IV (ETS VI): The teacher *assesses learning and communicates results* to student and others with respect to student abilities to use communication skills.

Standard V (ETS VII): The teacher *reflects and evaluates* specific teaching/learning situations and/or programs.

Standard VI (ETS VII): The teacher *collaborates with colleagues, parents, and other agencies* to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts.

Standard IX (ETS X): The teacher *uses technology* to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Candidates provide instruction and intervention with students in ways that promote KERA learning goals and academic expectations (e.g., 4.1 Students effectively use interpersonal skills; 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others) as addressed in the *Kentucky Program of Studies*, particularly in the area of Practical Living/Vocational Skills.

Objectives

Upon completion of this course, the learner will be able to:

1. Operationalize ABA procedures for teaching desired skills to students and for addressing undesired and challenging behaviors.

2. Critically evaluate ABA procedures for addressing student behavior(s) in educational settings.
3. Operationalize direct observational recording systems used to monitor behavior management programs.
4. Operationalize and critically discuss single subject research designs appropriate for evaluating the effectiveness of behavioral interventions.
5. Conduct functional behavioral assessments of problematic or challenging student behaviors.
6. Develop a comprehensive, written proposal for a behavior intervention plan that addresses procedures for decreasing undesired behaviors and increasing desired replacement behaviors of students within the constraints of a professional setting.
7. Identify alternative procedures for reducing similar undesired behaviors and teaching desired replacement behaviors.

Student Support

- Technological support is available through the College of Education's *Instructional Technology Center*.
- Assistance with writing is available through the *Writing Center*, 257-1356.
- If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the *Disability Resource Center*, 257-2754 room 2 Alumni Gym, jkarnes@uky.edu, and provide the instructor with a *Letter of Accommodation*.

Class Structure

In EDS 601, there will be an emphasis on the analysis and synthesis of information presented through readings, class discussions, and video. Students are expected to come to class prepared for each session. "Prepared" means that they have read and comprehended the assigned material, written questions regarding this material, completed assignments due on that class session, and prepared themselves for a quiz over the session content, as well as any material taught previously. You are expected to demonstrate familiarity with the assigned reading material by responding to the instructor's questions, contributing to class discussions, asking pertinent questions, and actively participating in small group activities. During class, the instructor also will lead students through skill-based instructional sequences. Students can expect a discussion of the readings, lecture, and small-group activities during most classes.

Student Responsibilities

Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or class meetings is unclear. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the *Publication Manual of the*

American Psychological Association (5th ed.) (2001). **All final products must be typed.**

Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned without a grade or assigned a lower evaluation.

All assignments should be emailed to (don.stenhoff@uky.edu) prior to 11:59 pm the day they are due. Please ensure that your last name and assignment are in the text of the filename (e.g., stenhoffArticle4.doc). No unexcused late assignments will be accepted unless pre-arranged with the instructor.

Student Evaluation

Grades will be determined based on the following activities:

1. **Quizzes (TBA):** Initially there will be no quizzes in this class (although a non-credit pretest will be administered on the first day of class). This will continue if *all* students are discussing the readings in an articulate manner. However, if the instructor perceives that students are not able to discuss the readings quizzes will be instated. If this occurs, a 10-20 minute quiz will be given each class session. Quizzes will include short answer, fill-in-the blank, multiple choice, true/false questions. Quizzes will be cumulative in that some questions from previous chapters, readings, and lectures will appear on each quiz. There will be a total of 11 quizzes given during the semester. Only 10 quizzes will count towards the final grade, so each student's lowest quiz score will be dropped. Additionally, the syllabus will be adjusted accordingly. Make-up quizzes will not be scheduled except in the case of emergencies or **pre-arranged** between the instructor and student (see "Excused Absences" in the General Considerations section below). If the quiz is not made up within one week of the absence it may not be made up.
2. **Behavior Change Project (30%):** Students will be required to design and implement one intervention designed to change behavior that is based on behavioral principles learned in class. A 7 to 12 page paper written in APA style outlining the details of the project, including graphs demonstrating the results, will be turned in to the instructor. The instructor must approve each student's project topic before implementation and no later than **September 30**. The methods section is due no later than **October 28**. The completed report, including graphs demonstrating the effectiveness of the project, is due **December 2**. Further details about this project will be provided at a later date.
3. **Behavior Change Project Presentation (5%):** Students will present their project outcomes to the class. The presentation should be 10-15 minutes in length. An outline of the presentation and a bibliography of the articles to be discussed are to be made by the presenter and distributed to the class one week prior to the presentation.
4. **Article Reviews (10%):** Students are required to read 10 articles in addition to the assigned readings. The review outline may be found on the course website. Each review is worth 10 points. Students can opt to complete the CITI training (link found on the external links course website). This will count for three reviews. This is a requirement for all students who will be conducting research at University of Kentucky for their theses and dissertations.
5. **SAFMEDS (Say-All-Fast-in a Minute-Every-Day-Shuffle) & Progress Monitoring (10%):** Students will be provided a set of 52 flashcards. The cards contain terminology

used in behavior analysis and will assist in expanding your knowledge of behavior analysis. One side of the flashcard has the definition and the other side the term for the definition. Students will be expected to look at the definition side of the card and state the term. To prepare for your SAFMEDS checkout you will need to practice daily completing one-minute timings on yourself. You will need to correctly state 40 terms in one minute. Each correct term is worth 1 point. You should plan to practice these terms about 5 minutes per day. Students will also be expected to keep data and graph your daily timings in Excel. The graph will be worth 5 points.

6. **Midterm (20%):** The midterm exam covers all material presented in the class lectures and readings.
7. **Final Exam (20%):** The final exam covers all material presented in the class lectures and readings.
8. **Class Attendance and Participation (5%):** Students will earn one point for every class session attended. No points will be awarded if the student misses class (i.e., excused or unexcused). The instructor expects that each student will actively participate in class discussions and activities. An occasional contribution to class discussion that extends and enhances group discussion is required. Courteous demeanor is also required, and is defined as arriving on time, leaving at the scheduled time (unless the instructor approves beforehand), listening during lecture or class discussion.
9. **Final Grade Determination** Grades determinations will be based on percentage of points earned:
 - A = 90% or higher
 - B = 80-89%
 - C = 70-79%
 - E = less than 70%

For students taking this course on a Pass/Fail basis, 70% or higher must be earned to receive a passing grade (P).

All evaluation of products will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment.

The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an "I" grade be required, students should notify the instructor at the time such circumstances exist. Upon notification, a course completion contract between the student and instructor will be developed before the last week of the semester. See the *University of Kentucky Bulletin*.

General Considerations

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, or disability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique, and recognizing individual differences which can include race,

ethnicity, national origin, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, or other ideologies. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances the instructor finds to be "reasonable cause for nonattendance."

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of excused absence (except where prior notification is required), and of making up the missed work.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (tel: 257.2754).

Policy on Cheating and Plagiarism

All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky Students Rights and Responsibilities* handbook and available on UK's web site, site <http://www.uky.edu/Ombud/Plagiarism.pdf>. Students are responsible for being informed of these standards. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook.

Plagiarism can be an issue with assignments required for this course. If students carefully follow the requirements stated in the syllabus and use APA style appropriately, this hazard is reduced. Students are encouraged to take special care with citations, quotations, and paraphrases of published sources. Please do not hesitate to seek advice from the instructor and consultants at UK's writing center about these issues.

Class Routines and Etiquette

Students enrolled in courses in the College of Education are considered "professionals in training," and professional behavior is expected at all times including:

1. Respecting the diversity of cultures, opinions, and viewpoints in the classroom.
2. Arranging for appropriate childcare, as no children are permitted in the classroom or in the hallway outside the classroom.
3. In the case of extreme bad weather and road conditions, check UK's web site (www.uky.edu) and call the instructor at 859.257.8596.
4. Turning off cell phones or put on silence during class. Cell phones need to be put

- away during quizzes or exams.
5. Listening to fellow students, professors, and lecturers with respect.
 6. Arriving on time and prepared for class.
 7. Attending for the duration of class without reading other materials, books, or newspapers.

Required Texts & Readings

Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Carr, J. E., & Wilder, D. A. (2003). *Functional assessment and intervention* (2nd ed.). Homewood, IL: High Tide.

Readings

Readings will be provided to students by the instructor and via links on the course website.

Reading List

Topic	Article(s)
Operant Reinforcement and Respondent Conditioning	Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 1(1), 91-97. Hayes, S. C., & Toarmino, D. (1995). If behavioral principles are generally applicable, why is it necessary to understand cultural diversity? <i>The Behavior Therapist</i> , 18, 21-23.
Schedules of Reinforcement	Piazza, C. C., Bowman, L. G., Contrucci, S. A., Delia, M. D., Adelinis, J. D., & Han-Leong, G. (1999). An evaluation of the properties of attention as reinforcement for destructive and appropriate behavior. <i>Journal of Applied Behavior Analysis</i> , 32(4), 437-449.
Reinforcer Identification	Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P. Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. <i>Journal of Applied Behavior Analysis</i> , 25(2), 491-498. Deleon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. <i>Journal of Applied Behavior Analysis</i> , 29(4), 519-533. Roane, H. S., Vollmer, T. R., Ringdahl, J. E., & Marcus, B. A. (1998). Evaluation of a brief stimulus preference assessment. <i>Journal of Applied Behavior Analysis</i> , 31, 605-620. Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. <i>Journal of Applied Behavior Analysis</i> , 33, 353-357. Paramore, N. W., & Higbee, T. S. (2005). An evaluation of a brief multiple-stimulus preference assessment with adolescents with emotional/behavioral disorders (EBD) in an educational setting. <i>Journal of Applied Behavior Analysis</i> , 38, 399-404. Kuhn, D. E., DeLeon, I. G., Terlonge, C., Goysovich, R. (2006). Comparison

Topic	Article(s)
	of verbal preference assessments in the presence and absence of the actual stimuli. <i>Research in Developmental Disabilities</i> , 27, 645-656.
Stimulus Control I	Wheeler, J. J., Carter, S. L., Mayton, M. R., & Thomas, R. A. (2002). Structural analysis of instructional variables and their effects on task-engagement and self-aggression. <i>Education and Training in Mental Retardation and Developmental Disabilities</i> , 37(4), 391-398.
Stimulus Control II	<p>McAdam, D. B., Klatt, K. P., Koffarnus, M., Dicesare, A., Solberg, K., Welch, C., & Murphy, S. (2005). The effects of establishing operations on preferences for tangible items. <i>Journal of Applied Behavior Analysis</i>, 38(1), 107-110.</p> <p>McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. <i>Journal of Applied Behavior Analysis</i>, 33(4), 479-493.</p> <p>Pryor, K. Haag, R., & O'Reilly, J. (1995). The creative porpoise: Training for novel behavior. In K. Pryor (Ed.), <i>On behavior: Essays and research</i> (pp. 33-49). North Bend, WA: Sunshine Books.</p>
Behavioral Chaining, Shaping, Imitation, and Verbal Behavior	<p>Werts, M. G., Caldwell, N. K., & Wolery, M. (1996). Peer modeling of response chains: Observational learning by students with disabilities. <i>Journal of Applied Behavior Analysis</i>, 29, 53-66.</p> <p>Nikopoulos, C.K. & Keenan, M. (2004). Effects of video modeling on social initiations by children with autism. <i>Journal of Applied Behavior Analysis</i>, 37, 93-96.</p>
Functional Behavior Assessment I	<p>Alter, P. J., Conroy, M. A., Mancil, G. R., Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. <i>Journal of Behavioral Education</i>, 17(2), 200-219.</p> <p>Boyajian, A., DuPaul, G., Handler, M., Eckert, T., McGoey, K. (2001). The use of classroom-based brief functional analyses with preschoolers at-risk for attention deficit hyperactivity disorder. <i>School Psychology Review</i>, 30, 278-293.</p> <p>Moore, J. W., Edwards, R. P., Sterling-Turner, H. E., Rile, J., DuBard, M., & McGeorge, A. (2002). Teacher acquisition of functional analysis methodology. <i>Journal of Applied Behavior Analysis</i>, 35(1), 73-77.</p> <p>Scott, T. M., Anderson, C. M., Spaulding, S. A. (2008). Strategies for developing and carrying out functional assessment and behavior intervention planning. <i>Preventing School Failure</i>, 52(3), 39-50.</p> <p>Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. <i>Journal of Applied Behavior Analysis</i>, 18, 343-351.</p>
Functional Behavior Assessment II	<p>Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1982/1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis</i>, 27(2), 197-209.</p> <p>Kahng, S. W., & Iwata, B. A. (1999). Correspondence between outcomes of</p>

Topic	Article(s)
	<p>brief and extended functional analyses. <i>Journal of Applied Behavior Analysis</i>, 32(2), 149-159.</p> <p>Kodak, T., Grow, L., & Northup, J. (2004). Functional analysis and treatment of elopement for a child with attention deficit disorder. <i>Journal of Applied Behavior Analysis</i>, 37(2), 229-232.</p> <p>Mueller, M. M., Sterling-Turner, H. E., & Scattone, D. (2001). Functional assessment of hand flapping in a general education classroom. <i>Journal of Applied Behavior Analysis</i>, 34(2), 233-236.</p> <p>Mueller, M. M., & Kafka, C. (2006). Assessment and treatment of object mouthing in a public school classroom. <i>Behavioral Interventions</i>, 21, 137-154.</p>
Function-Based Interventions, Reinforcement, Contingency Contracting, Token Economies, Self-Mgmt Strategies	<p>Maag, J. W., Reid, R., & DiGangi, S. A. (1993). Differential effects of self-monitoring attention, accuracy, and productivity. <i>Journal of Applied Behavior Analysis</i>, 26(3), 329-344.</p>
Operant Punishment/Aversive Control	<p>Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. <i>Journal of Applied Behavior Analysis</i>, 38, 51-65.</p> <p>Alberto, P., Heflin, L. J., Andrews, D. (2002). Timeout ribbon procedure during community-based instruction. <i>Behavior Modification</i>, 26, 297-311.</p>
Generalization and Maintenance	<p>Hager, K. D., Slocum, T. A., & Salzberg, C. L. (2008). <i>Current treatment of maintenance in behavior analytic literature: A review of JABA studies</i>. Manuscript in preparation.</p> <p>Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i>, 10(2), 349-367.</p>

Additional readings will be assigned during the semester which are found on reserve at the library or on the website. Students will be notified of additional reading assignments at least one week prior to the due date.

Recommended Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West. (www.sopriswest.com)

Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Williams, J. M. (2005). *Style: Ten lessons in clarity and grace* (8th ed.). New York: Longman.

Class Schedule

Students are expected to have completed assigned class readings by the date for which the readings are listed. CHH refers to your Cooper et al. (2007) text and FA refers to you Carr and Wilder (2003) text.

Session	Activities	BACB Content Area
1 September 2	Topic: Introduction: Syllabus, Introductory Quiz, Course Overview, Getting Started, Ethics	1, 2, 3, 8
	Read (follow-up from Introduction): CHH 1 and 29 Read: CHH 2, 11, 12, Hayes et al. (1995), and Baer et al. (1968) Prepare: Quiz #1 Prepare: Article review #1	
2 September 9	Question & Answer Quiz #1 Homework: Article review #1 Topic: Operant Reinforcement and Respondent Conditioning	2, 3, 9
	Read: CHH 13, and Piazza et al. (1999) Prepare: Article Review #2 Prepare: Quiz #2	
3 September 16	Question & Answer Quiz #2 Homework: Article Review #2 Topic: Schedules of Reinforcement	2, 3, 9
	Read: CHH 11 (pp 274-283), Fisher et al. (1992), Deleon et al. (1996), Roane et al. (1998), Carr et al. (2000), and Kuhn et al. (2006) Prepare: Quiz #3 Prepare: Article Review #3	
4 September 23	Question & Answer Quiz #3 Homework: Article Review #3 Topic: Reinforcer Identification Procedures	2, 3, 9
	Read: CHH 16, 17, and Wheeler et al. (2002) Prepare: Article Review #4 Prepare: Behavior change project topic Prepare: Quiz #4	
5 September 30	Question & Answer Quiz #4 Homework: Article Review #4 Homework: Behavior change project topic Topic: Stimulus Control I	2, 3, 9
	Read: CHH 23, McAdam et al. (2005), McComas et al. (2000), and Pryor et al. (1969) Prepare: Article Review #5 Prepare: Quiz #5	
6 October 7	Question & Answer Quiz #5 Homework: Article Review #5 Topic: Stimulus Control II	2, 9

Session	Activities	BACB Content Area
	Read: CHH 18, 19, 20 and 25, Nikopoulos et al. (2004), and Werts et al. (1996) Prepare: Article Review #6 Prepare: Quiz #6 Prepare: Behavior change project methods	
7 October 14	Question & Answer Quiz #6 Homework: Article Review #6 Topic: Behavioral Chaining, Shaping, Imitation and Verbal Behavior Prepare: Midterm	2, 3, 8, 9
	Prepare: Midterm	
8 October 21	Question & Answer Midterm	
	Read: CHH 24, FA pp. 3-20, Alter et al. (2008), Boyajian et al. (2001), Moore et al. (2002), Scott et al. (2008), and Touchette et al. (1985) Prepare: Article Review #7 Prepare: Quiz #7 Prepare: Behavior change project methods	
9 October 28	Question & Answer Quiz #7 Homework: Behavior change project methods Homework: Article Review #7 Topic: Functional Behavior Assessment I	2, 4
November 4, 2008 Election Day	No Class	
	Read: Iwata et al. (1982/1994), Kahng et al., (1999), Kodak et al. (2004), Mueller et al. (2001), and Mueller et al. (2006) Prepare: Quiz #8 Prepare: Article Review #8	
10 November 11	Question & Answer: Quiz #8 Homework: Article Review #8 Topic: Functional Behavior Assessment II	2, 4
	Read: CHH 21, 22, 26, 27, FA (pp. 21-35), Maag et al. (1993) Prepare: Article Review #9 and brief presentation Prepare: Quiz #9	
11 November 18	Question & Answer Quiz #9 Homework: Article Review #9 Prepare: Brief presentation on Article Review #9 Topic: Function-Based Interventions, Applications of Reinforcement: Contingency Contracting, Token Economies, Self-Management Strategies	2, 3, 9
	Read: CHH 14 and 15, Hanley et al. (2005), and Alberto et al. (2002) Prepare: Quiz #10 Prepare: Article Review #10	

Session	Activities	BACB Content Area
12 November 25	Question & Answer Quiz #10 Homework: Article Review #10 Topic: Operant Punishment/Aversive Control	2, 3, 9
	Read: CHH 28 and Stokes et al. (1977) Prepare: Behavior Change Project	
13 December 2	Homework: Behavior Change Project Question & Answer Topic: Generalization and Maintenance of Behavior	2, 3, 9
	Prepare: Behavior Change Project Presentations	
14 December 9 Dead Week	Presentations: Behavior Change Project Presentations Final Exam Review	
	Prepare: Final Exam	
Tuesday, December 16 3.30 pm	Final Exam	

Note: The instructor reserves the right to make modifications to this schedule during the semester if the need arises.

STUDENT INFORMATION SHEET
EDS 601.001 Fall 2008

Full Name _____

Name I prefer to be called _____

Phone # _____

Email _____

Name of advisor _____

Major (check one):

Graduate LBD w/ prior certification; name of certification: _____

Graduate LBD w/ no prior certification; undergrad degree: _____

Other major: _____ (Grad/Undergrad)

Why are you taking this course? Requirement Elective
Other (Explain)

What experience have you had with special education students? If you have experience through college practicum courses, describe the type of course, the age range of the children, and the type of classroom setting. If you have professional experience, note the years, job title, the type of setting, and the age range of the students.

What experience have you had with assessment and design of behavior support?

What are your career goals/plans?

Do you have access to the Internet?

Yes _____

From home _____ From work _____

No _____

To what extent are you familiar with Blackboard?

To what extent are you familiar with creating graphs in Excel?

Other comments: