Applied Behavior Analysis

PSYC 420 - Online

Summer 2025

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Office hours: Wednesdays from 10 am – 11 am, or by apptmt.
Teams office hours link: Click here

Course Description

This course is designed to cover learning principles, measurement and analysis of behavior, and applied techniques for changing human behavior. Particular attention is paid to the technical vocabulary inherent in the field of ABA. The prerequisite for this course is PSYC 111. Learning activities will include online lectures, quizzes, reflection activities, journal articles, and several extra credit opportunities for undergraduate students.

Welcome to the applied study of human behavior! In this course, we study:

1) Learning principles, aka, how the environments in which we live encourage us to do more of some things and less of others
2) How to observe and measure human behavior
3) Applied research about how we can change human behavior
4) The ethics of changing other people's behavior
5) Single case experimental research designs, including their strengths and weaknesses (Example strength: We don't do very many stats in ABA!)

This is an **ONLINE** course – all activities will occur via Blackboard.

My habits and preferences for communication:

- I try to respond to student emails within 24 hours, or by the end of the day on Monday if you email me over the weekend. If you don't hear back to me within that time, **please send a follow-up email.** You're not bothering me – I get a lot of emails and sometimes I miss one, and I want to make sure that I answer your question.

What I hope you remember from this class in 20 years:

- Humans are powerfully influenced by the things going on around us, including how other people respond to our behavior.
- Without understanding principles of learning, we often reinforce what we want to punish, and punish what we want to reinforce.
- Changing someone else's behavior usually means changing our own behavior first.
- Sometimes systematic learning experiences (e.g., quizzes and other applied activities) really are the best way to learn certain kinds of material (I know, I know. I'd change the truth of this fact if I could).

Course Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis (3rd Ed).* Pearson Education.

Miltenberger, R. G. (2024). *Behavior modification: Principles and procedures (7th Ed).* Cengage Learning, Inc.

Course Readings

Andzik, N. R., & Neef, N. A. (2022). Using a token economy to treat escape-maintained problem behavior without extinction. *Behavior Modification, 46,* 128 – 146. https://doi.org/10.1177/0145445520966762

DiGennaro-Reed, F., Codding, R., Catania, C. N., & Maguire, H. (2010). Effects of video modeling on treatment integrity of behavioral interventions. *Journal of Applied Behavior Analysis, 43,* 291 – 295.

Foxx, R. M, & Rubinoff, A. (1979). Behavioral treatment of caffeinism: Reducing excessive coffee drinking. *Journal of Applied Behavior Analysis, 12,* 335 – 344.

Guinness, K. E., & Feil, E. G. (2025). A digital intervention package to teach rapport-building skills to caregivers of children with autism. *Journal f Applied Behavior Analysis, 58,* 303 – 318. https://doi.org/10.1002/jaba.70004

Hinkle, K. A., & Lerman, D. C. (2021). Preparing law enforcement officers to engage successfully with individuals with Autism Spectrum Disorder: An evaluation of a performance-based approach. *Journal of Autism and Developmental Disorders,* online first. https://doi.org/10.1007/s10803-021-05192-5

Perrin, C. J., Hensel, S. A., Lynch, D. L., Gallegos, L. R., Bell, K., & Carpenter, K. (2021). Using brief habit reversal and an interdependent group contingency to reduce public-speaking speech disfluencies. *Journal of Applied Behavior Analysis, 54,* 15523- 1565. https://doi.org/10.1002/jaba867

Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., & Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. *Journal of Applied Behavior Analysis, 53,* 1299 – 1303. https://doi.org/10.1002/jaba701

Ward-Horner, J., & Sturmey, P. (2012) Component analysis of behavior skills training in functional analysis. *Behavioral Interventions, 27,* 75 – 92. https://doi.org/10.1002/bin.1339

Wilder, D. A., Normand, M., & Atwell, J. (2005). Noncontingent reinforcement as treatment for food refusal and associated self-injury. *Journal of Applied Behavior Analysis*, *38*, 549-553.

GenAI Use Expectations

In any college course, there can be various levels of AI usage allowed in each assignment, which are described below. In this course, ***Levels 0 – 2 may be allowed*****.** In each assignment description below, the level of GenAI use allowed is explicitly stated. Usage at a lower level is always allowed, however, students are not permitted to use GenAI at a level higher than stated on each assignment. Doing so will result in academic misconduct consequences, to be determined on a case-by-case basis at my discretion.

Seven levels of possible GenAI usage (from Illinois State University's Center for Integrated Professional Development). Highlighted levels indicate levels that *may* be available in this course, check individual assignment guidelines for the specific level allowed.

Level	Description	What this looks like in practice
0	No use of GenAI	Students will create their own, original work without the use of GenAI in any manner.
1	Organizational use of GenAI	Students will create their own, original work without the use of GenAI; however, the use of GenAI for personal efficiency (i.e., summarizing notes/reading, clarifying content) is acceptable.
2	Use of GenAI for brainstorming or idea generation	Students can consult GenAI as a tool for brainstorming or idea generation, but are expected to create their own, original work without the use of GenAI.
3	Use of GenAI for feedback	Students create their own work, then use GenAI as a tool to provide feedback on their work. Students are expected to use feedback from GenAI to conduct their own revisions of their own work, so any work submitted should be GenAI-supported, not GenAI-created.
4	Use of GenAI to co-create and revise work	Students can use GenAI to develop drafts/outlines of their work but are expected to carefully edit and revise GenAI-created content as appropriate for their learning context. It is expected that any use of GenAI-created content is properly disclosed and attributed.
5	Unrestricted, attributed use of GenAI (Or what Dr. McKenney calls the, "I came to college because I enjoy lighting my/my family's money on fire," level.)	Students can freely use GenAI if the use of any GenAI-created content is properly disclosed and attributed.
6	Unrestricted, unattributed use of GenAI (I think of this one as the, "I don't want to say it out loud, but I came to college because I enjoy lighting my/my family's money on fire," level.)	Students can freely use GenAI in any form. Attribution is not necessary. *Note: While it is possible to use GenAI in an unrestricted manner without attribution, any who apply this level of GenAI uses in their course should carefully consider ethical and legal implications of such AI use.*

Course Assignments

Zoom Quiz (GenAI Level 0).

During the first week of class, students should familiarize themselves with how to record audio files via Zoom and upload those to the site. How to complete the Zoom quiz:

1) Record a brief audio clip of yourself (typically about a minute long), providing the following
    a. your name,
    b. year in school,
    c. your major,
    d. your reasons for taking this course and/or what you hope to learn from this class,
    e. whether you have any previous experience with Applied Behavior Analysis, and
    f. your understanding of the levels of GenAI Usage and/or any questions that you have about AI use in this class.
2) Upload this via the link, and following the provided instructions, in the assignment titled *Audio Zoom Quiz*. **Ten points**, deductions will only be taken for recordings that do not contain the above information or are excessively long. ***Due Wednesday, June 4th by midnight.***

Chapter Quizzes (GenAI Level 0).

After watching the online lecture corresponding to each chapter assigned from Miltenberger (2024) and from Cooper et al. Chapters 1 and 2, students should take the corresponding quiz. Each chapter quiz is worth **10 points** and there are 16 chapter quizzes per semester, for a total of 160 points. Be aware that ***at least one question*** per quiz will be about something covered in the lecture that is not covered in the chapter, but is discussed in the online lecture.

To access the quiz, students should do the following:

1) You will be required to use the Respondus LockDown Browser for all quizzes, so be sure to see the video overview on this on Blackboard, and to ensure the browser is working well in advance of the submission deadline for the first quiz.
2) Take the quiz on a ***STANDARD COMPUTER – not a phone***. The quiz will not work in mobile format (you should probably watch the video on a regular computer, too, to be able to see it well).
3) Watch the relevant online module in the Coursework section.
4) Take the corresponding quiz, and note any difficult items as you go.
5) See feedback, and use it to clarify difficulties/questions as they come up. Note items to clarify/discuss further via email as needed.

Students may **take each quiz twice,** and the average of both attempts will be entered as the grade.

Weekly Reading Reflections (GenAI Level 2).

Students will complete a written reflection about the week's readings. Specific prompts and instructions for completing these assignments will be listed with the assignment link in Blackboard, and grading is based on completing all required elements, clear and well-edited writing, accuracy, and thorough discussion. While these assignments will primarily draw from chapters in the Cooper et al. (2020) textbook, ideas and concepts from the Miltenberger (2024) and other readings can also be incorporated. All sources should be cited and referenced. Each of these is worth **40 points**.

Single Case Design Modules, Article Readings, and Single Case Design Quizzes (GenAI Level 0).

Students will be responsible for reading journal articles using various forms of single case designs, and watching the online module corresponding to the type of design used in the article(s). The journal articles to be read over the course of the semester are listed as ***Course Readings*** on the first page of this syllabus, and are listed when they are assigned on the ***Course Calendar***. Each of these articles is fully available electronically via an SIUE computer/login.

To review, the steps involved in completing the single case design module(s) should be completed in the following order:

1) **Article Reading.** Read the article(s) designated in the appropriate weekly folder. You may also wish to review the suggested pages listed in the course calendar from Cooper et al. (2020) for additional details and helpful content, however, these Cooper et al. readings are optional.
2) **Single Case Design Module.** Watch the corresponding online module on BB.
3) **Single Case Design Quiz.** Complete the quiz after watching the module. Two attempts are allowed per quiz, and the average of both will be used as the grade. Each quiz is worth **10 points.**

SQ3R: Survey, Question, Read, Recite, Review (GenAI Level 1).

Four times during the semester, students will read an article and use the SQ3R note-taking tool. The journal articles to be read are listed as ***Course Readings*** on the first page of this syllabus, are provided with the assignment link in Blackboard, and are noted in the course calendar. Each of these assignments is worth **15 points**. This note-taking format is designed to facilitate students' learning the reading material and ability to complete reflection activities, and is <u>not</u> intended to be a work intensive, perfectly polished product. Thus, grades are based on completion rather than content. I look forward to seeing your thoughts, connections, and connections in note form. ***Please make sure to write the questions at the end of the assignment in full sentences.***

All SQ3R rubrics should be printed and filled out **by hand**, and then submitted as pictures of the documents. If you're concerned that I won't be able to read your handwriting, you can submit an accompanying typed version, but I must be able to see a corresponding handwritten version.

Extra credit.

Undergraduate students are invited to earn extra credit by attempting the graduate level assignments in this course. Undergraduate students can respond to graduate student discussion prompts in whole or in part, for up to 5 extra credit points per opportunity. Please note that there are a total of four such extra credit opportunities during the semester.

Undergraduate students can also upload discussion of single case graphs, for up to 5 extra credit points per opportunity.

All extra credit must be submitted by the deadlines listed in the syllabus, and <u>earlier submissions are preferred.</u>

Undergraduate Course Grades

Assignment	Total Points	Percentage of Grade
Zoom Quiz – Audio Upload	10	2.5%
Chapter Quizzes (16)	160	40%
Weekly Reading Reflections	120	30%
SCD Quizzes	50	12.5%
SQ3R Assignments (4)	60	15%
Total	**400**	**100%**
Course Averages A = 90% or above = 358 points or above B = 80 – 89% = 318 - 357 points C = 70 – 79% = 278 - 317 points D = 60 – 69% = 238 - 277 points F = Below 60% = 237 points or below		

Additional Requirements for Graduate Students

Graph Discussions (GenAI Level 0). With the relevant graph slides on the screen (powerpoint slides containing relevant graphs from each assigned article to be reviewed are on BB), record and upload a brief Zoom video (**5 – 10 minutes**) describing *the relevant visual analysis features of the graph and the strength of evidence for a functional relationship*. Zoom/Teams/Yuja can be used to record the video, or students can take the video via phone and upload it from there. Please check volume and clarity before uploading. Links for uploading will be provided within each assignment. In the case of significant obstacles to audio recording, students can write their graph discussion and upload it via as a Word/PDF file, with prior instructor approval.

Graph discussion uploads are **worth 50 points each**, for a total of 150 points. Graph discussions will be graded on whether all relevant visual analysis features are discussed, accuracy of identifying relevant visual analysis features, accuracy in interpreting visual features of the graph, and accuracy of overall interpretation of the strength of evidence for a functional relationship.

Verbal analyses of single case graphs are due by 11:59 pm each Saturday during the semester.

Discussion Questions/Activities (GenAI Level 1). Discussion materials related to ABA, psychology, and/or general scholarship will be posted each week to Blackboard. These materials may include additional chapters, articles, videos, or other information of interest. Each set of materials will also be accompanied by discussion questions. Responses should be no more than one page, single spaced, typed and in accordance with APA format. Grading criteria include that all parts of the question are addressed, writing is professional and sophisticated, and critical thought has been applied to the question. Students are encouraged to link the reading/podcast information asked about in each

Blackboard discussion piece and related questions to their own professional, academic, and/or personal experiences. These discussions are worth ***20 points each.***

Discussion questions/activities are due by 11:59 pm each Saturday during the semester.

Graduate Course Grades

Assignment	Total Points	Percent of Grade (Approx.)
Zoom Quiz	10	2%
Chapter Quizzes (160)	160	26%
Weekly Reading Reflections	120	20%
SCD Quizzes	50	8%
SQ3R Assignments (4)	60	10%
Article/Video Discussion Questions (3)	60	10%
Single Case Design Graph Discussions (3)	150	24%
Total	**610**	**100%**
Course Averages A = 91.5% or above = 558 points or above B = 83.5% - 91.4% = 510 - 557 points C = 77.5% - 83.4% = 473 – 509 points D = 472 points or below		

Instructor, Departmental, and University Policies

Instructor Policies

Online materials. All course materials are available on our course Blackboard site. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. Please pay attention to folder names to help navigate Blackboard, and do not hesitate to let me know if you are having a hard time finding something.

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Academic Engagement. Being engaged in this course includes checking email and Blackboard regularly, communicating with the instructor about any delays in completing course assignments, and completing assignments promptly.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the ***7th edition*** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (https://www.siue.edu/lss/writing-center/resources.shtml), which also provides workshops in APA style.

Department Policies

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display college-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;

- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per ***the 7th edition*** of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus or use one of the many online resources they have identified to help students. If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if any written assignment violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted from the final grade assigned after resubmission.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (3C2). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs" (Plagiarism (1I6)). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

The Psychology Department's Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see Grading System (1J1)). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must

be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Technology Requirements and Capabilities

Technical requirements for students can be found in this ITS KnowledgeBase article. Additional resources for learning with technology can be found on the Online at SIUE site.

Technical Support

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS KnowledgeBase for various how-to and troubleshooting guides.

Course Calendar

Week 1

June 1 – June 7 – All weekly lectures and activities, including the weekly overview, will be posted by 8 am on Sunday, June 1st

First week activity: Complete Zoom quiz/demo by midnight on Wednesday, June 4th

Weekly activities:

1. Read: Definition and Characteristics of ABA, Cooper et al. Chp. 1
    - Watch online lecture
    - Complete quiz
2. Read: Basic Concepts and Principles, Cooper et al. Chp. 2
    - Watch online lecture
    - Complete quiz
3. Read: Observing Behavior, Miltenberger Chp. 2
    - Watch online lecture
    - Complete quiz
4. Read: Measuring Behavior, Cooper et al. Chp. 4
    - Watch online lecture
5. After all of the above are complete
    - Upload weekly reading reflection
6. ***Single Case Design – Intro to Visual Analysis***
    - Watch: SCD Lecture #1
    - Complete SCD Quiz 1

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7. Read: Improving and assessing the Quality of Behavioral Measurement, Cooper et al. Chp. 5
    - Complete assigned activity

10% plus two points per day will be deducted from all Week 1 work submitted after midnight on June 7th

Week 2

June 8 – June 14 – All weekly lectures and activities, including the weekly overview, will be posted by 8 am on Sunday, June 8th

Weekly activities:

1. Read: Reinforcement, Miltenberger Chp. 4
    - Watch online lecture
    - Complete quiz
2. Read: Extinction, Miltenberger Chp. 5
    - Watch online lecture
    - Complete quiz
3. Read: Positive Punishment, Cooper et al., Chp. 14
    - Watch online lecture
4. Read: Negative Punishment, Cooper et al. Chp. 15
    - Watch online lecture
    - Complete quiz
5. Read: Stimulus Control, Cooper et al. Chp. 17
    - Watch online lecture
6. After all of the above are complete:
    - Upload weekly reading reflection
7. ***Single Case Design – AB Phase Change***
    - Watch: SCD Lecture #2

- Complete SCD Quiz 2

Graduate Students

8. Read: Motivating Operations, Cooper et al. Chp. 16
    - Complete assigned activity

10% plus two points per day will be deducted from all Week 2 work submitted after midnight on June 14th

Week 3

June 15 – June 21 – All weekly lectures and activities, including the weekly overview, will be posted by 8 am on Sunday, June 15th

Happy Juneteenth week! Click here to see an interesting memorial in Galveston, TX, birthplace of Juneteenth, and learn more about this federal holiday.

Weekly activities:

1. Read: Respondent Conditioning, Miltenberger Chp. 8
    - Watch online lecture
    - Complete quiz
2. Read: Shaping, Miltenberger Chp. 9
    - Watch online lecture
    - Complete quiz
3. Read: Chaining, Miltenberger Chp. 11
    - Watch online lecture
    - Complete quiz
4. Read: Behavioral Skills Training, Miltenberger Chp. 12
    - Watch online lecture
    - Complete quiz
5. Read: Functional Assessment, Miltenberger Chp. 13
    - Watch online lecture
    - Complete quiz
6. Read: Applying Extinction, Miltenberger Chp. 14
    - Watch online lecture
    - Complete quiz
7. ***Single Case Design – ABAB***
    - Watch: SCD Lecture #3
    - Read: Wilder et al. (2005)
    - Complete ABAB Quiz (helpful readings: Cooper et al. Chp. 8 pp. 171 – 180)
8. SQ3R # 1 – Hinkle & Lerman (2021)
    - Read article and take notes as you do (using SQ3R form)
    - Compare to relevant course readings on similar topic(s)
    - Complete and upload SQ3R form

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9. Read: Veneziano and Shea, 2022 (on BB)
    - Complete Assigned Activity
    - ABAB Audio Upload (in ABAB Designs folder)

*** First turn in date for Extra Credit: 11:59 pm on June 15th ***

10% plus two points per day will be deducted from all Week 3 work submitted after midnight on June 21st

Week 4

June 22 – June 28 – All weekly lectures and activities, including the weekly overview, will be posted by 8 am on Sunday, June 22nd

Weekly activities:

1. Read: Differential Reinforcement, Cooper et al. Chp. 25
    - Watch online lecture
2. Read: Antecedent Control Strategies, Miltenberger Chp. 16
    - Watch online lecture
    - Complete quiz
3. Read: Generalization and Maintenance of Behavior Change, Cooper et al. Chp. 30
    - Watch online lecture
4. Read: Self-Management Miltenberger Chp. 20
    - Watch online lecture
    - Complete quiz
5. <u>After all of the above are complete:</u>
    - Upload weekly reading reflection
6. ***Single Case Design – Multiple Baseline***
    - Watch: SCD Lecture #4
    - Read: DiGennaro-Reed et al. (2010)
    - Read: Guinness & Feil (2025)
    - Complete MB Design Quiz (helpful readings: Cooper et al. Chp. 9 pp. 193 – 209)
7. SQ3R #2 – Vollmer et al. (2020)
    - Read article and take notes as you do (using SQ3R form)
    - Compare to relevant course readings on similar topic(s)
    - Complete and upload SQ3R form

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8. Watch: Vollmer video on BB
    - Complete assigned activity
    - MB Designs Audio Upload (in Multiple Baseline Designs folder)

10% plus two points per day will be deducted from all Week 4 work submitted after midnight on June 28th

Week 5

June 29 – July 5 All weekly lectures and activities, including the weekly overview, will be posted by 8 am on Sunday, June 29th

Weekly activities:

1. Read: Habit Reversal Miltenberger Chp. 21
    - Watch online lecture
    - Complete quiz
2. Read: Token Economy, Group Contingencies, and Contingency Contracting, Cooper et al. Chp. 28
    - Watch online lecture
3. Read: Anxiety Reduction Miltenberger Chp. 24
    - Watch online lecture
    - Complete quiz
4. <u>After all of the above are complete:</u>
    - Upload weekly reading reflection
5. ***Single Case Design – Changing Criterion and Alternating Treatments Designs***
    - Watch: SCD Lecture #5
    - Read: Foxx & Rubinoff (1979)
    - Read: Ward-Horner & Sturmey (2012)
    - Complete CC and AT Designs Quiz (helpful readings: Cooper et al. 8 pp. 180 – 191 and Cooper et al. 9 pp.
6. SQ3R #3 – Andzik & Neef (2022)

- Read article and take notes as you do (using SQ3R form)
- Compare to relevant course readings on similar topic(s)
- Complete and upload SQ3R form

7. SQ3R #4 – Perrin et al. (2021)
    - Read article and take notes as you do (using SQ3R form)
    - Compare to relevant course readings on similar topic(s)
    - Complete and upload SQ3R form

Graduate Students

8. AT and CC Designs Audio Upload (in Changing Criterion and AT Designs Folder)

*** Second turn in date for Extra Credit: 11:59 pm on July 5th

10% plus two points per day will be deducted from all Week 5 work submitted after midnight on July 5th

The instructor reserves the right to make changes to this course calendar at any time during the semester, as needed given instructional and time demands.