PSY 511.B70
Psychology of Learning
8:00 am- 11:15 am
MTWRF, Zoom, June 6th through June 24th
Western Kentucky University
Summer 2022

Instructor
Thomas J. Gross, Ph.D., NCSP
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Office Hours: By appointment only.

Faculty Credentials
Thomas J. Gross' qualifications to teach this course include:
- Ph.D. in School Psychology from an APA-accredited program
- Completed course work, practica, and internship with supervision related to ABA techniques
- Graduate faculty status
- Research, publications, and professional presentations related to the application of ABA principles, and learning and behavior theories

Course Lecture Recording
https://drive.google.com/drive/folders/1qVEjd4y7ngKRCihJ2t0XeKDRUOCCiHbc?usp=sharing

Required Text
Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis* (3rd ed.). Upper Saddle River, NJ: Pearson.

Required Articles.

Cox, D. J. (2021). Descriptive and normative ethical behavior appear to be functionally distinct. *Journal of Applied Behavior Analysis*, *54*(1), 168–191. https://doi.org/10.1002/jaba.761

Crowley, K. B. J., & Van Houten, R. (2013). Automated measurement in applied behavior analysis: A review. *Behavioral Interventions*, *28*(3), 225–240. https://doi.org/10.1002/bin.1366

Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Lik, N. M. K., Garcia, Y., & Rosales, R. (2009). Creating single-subject design graphs in Microsoft Excel™ 2007. *Journal of Applied Behavior Analysis*, *42*(2), 277-293.

Hanley, G. P. (2010). Toward effective and preferred programming: A case for the objective measurement of social validity with recipients of behavior-change programs. *Behavior Analysis in Practice*, *3*(1), 13–21.

Hodges, A. C., Shuler, A., Wilder, D. A., & Ertel, H. (2021). The effects of stimulus magnitude and duration during pretrial delivery of preferred items to increase compliance. *Journal of Applied Behavior Analysis*, *54*(2), 713-724.

Horner, R. H., & Kittelman, A. (2021). Advancing the large-scale implementation of applied behavior analysis. *Behavior and Social Issues*, *30*(1), 94–105. https://doi.org/10.1007/s42822-021-00049-z

Leonidas, C., Nazar, B. P., Munguía, L., & Santos, M. A. (2019). How do we target the factors that maintain anorexia nervosa? A behaviour change taxonomical analysis. *International Review of Psychiatry*, *31*(4), 403–410. https://doi.org/10.1080/09540261.2019.1624509

McDougall, D., Hawkins, J., Brady, M., & Jenkins, A. (2006). Recent innovations in the changing criterion design: Implications for research and practice in special education. *The Journal of Special Education*, *40*(1), 2-15.

Newman, Z. A., Roscoe, E. M., Errera, N. P., & Davis, C. R. (2021). Noncontingent reinforcement: Arbitrary versus maintaining reinforcers for escape-maintained problem behavior. *Journal of Applied Behavior Analysis*, *54*(3), 984–1000.

Oleson, C. R., & Baker, J. C. (2014). Teaching mands to older adults with dementia. *Analysis of Verbal Behavior*, *30*(2), 113–127. https://doi.org/10.1007/s40616-014-0018-7

Quinn, M., Blair, K. S. C., Novotny, M., & Deshmukh, S. (2021). Pilot study of a manualized behavioral coaching program to improve dance performance. *Journal of Applied Behavior Analysis*. Advanced online.

Rafacz, S. D., Houmanfar, R. A., Smith, G. S., & Levin, M. E. (2019). Assessing the effects of motivative augmentals, pay-for-performance, and implicit verbal responding on cooperation. *The Psychological Record*, *69*(1), 49–66. https://doi.org/10.1007/s40732-018-0324-x

Silverstein, S. M., Roché, M. W., Khan, Z., Carson, S. J., Malinovsky, I., Newbill, W. A., Menditto, A. A., & Wilkniss, S. M. (2014). Enhancing and promoting recovery in attentionally impaired people diagnosed with schizophrenia: Results from a randomized controlled trial of attention shaping in a partial hospital program. *American Journal of Psychiatric Rehabilitation*, *17*(3), 272–305. https://doi.org/10.1080/15487768.2014.935681

Smith, R. G., Russo, L., & Le, D. D. (1999). Distinguishing between extinction and punishment effects of response blocking: A replication. *Journal of Applied Behavior Analysis*, *32*(3), 367–370. https://doi.org/10.1901/jaba.1999.32-367

Wiggins, H. C., & Roscoe, E. M. (2020). Evaluation of an indirect assessment for identifying tasks for functional analysis. *Journal of Applied Behavior Analysis*, *53*(2), 997–1012.

Additional readings as assigned.

Catalog Description of Course
Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation, and structure of the learning situation.

Further Description & Rationale: This course is an introduction to the behavioral philosophy, concepts, and principles of applied behavior analysis (ABA). Behavior and analytical principles are applied to assessment and intervention development.

Course Objectives
1. Basic concepts and theories in ABA. (NASP 2.1, 2.4)
2. Identify key concepts and related terminology. (NASP 2.1, 2.4)
3. Understand basic scientific logic underlying ABA (NASP 2.1, 2.4)
4. The functional basis for all behaviors (NASP 2.1, 2.4)
5. Promoting adaptive functioning through data-based methods. (NASP 2.1, 2.4)
6. Application of many ABA concepts to practically needs, e.g.: (NASP 2.1, 2.4)
    a. Assessing level, trend, and variability of a behaviors
    b. The relation between intervention conditions and behavior
    c. Evaluating baseline functioning and treatment effectiveness
7. The student will appreciate and support the professional, ethical and legal issues surrounding the study of human behavior. (NASP 2.1, 2.4, 2.10)

NASP Domains of Practice
Domain 1: Data-Based Decision Making

Domain 4: Mental and Behavioral Health Services and Interventions
Domain 10: Legal, Ethical, and Professional Practice

Course Requirements

General Overview
This course will be taught using lecture, small group break out activities, independent and group projects, as well as using quizzes. Most, if not all, chapters will have a quiz or a class exercise, or both. There are two part to this course. The first part is related to outside-of-class time work, indicated in the course schedule as "OC." The expectation is that you *complete these tasks independently before the class meeting for the day*, and if you have any questions of need any clarification you ask the instructor at the beginning of each class meeting. The second part is relate to class meeting activities, indicated in the course schedule as "CM." We will meet via zoom for about 90 minutes each day. We will spend this time answering questions related to the assigned OC content, reviewing key concepts, and developing your key assessment course product.

Assignments will be submitted either to Blackboard or directly to the instructor. Any assignment or document submitted by other means will not be graded, unless there is a prior arrangement with the instructor. As emerging professionals, it is expected that you proof read your work before submitting it. Please review your work for adequate grammar and mechanics in your writing. Excessive errors could result in result in point deductions, redoing the assignment, or loss of credit, depending on the type of assignment and pending review with the instructor.

A Note on Class Notes.
Lectures notes PowerPoints will be posted before class. There are for you to use as guides and follow along while taking notes. The PowerPoint slides contain minimal information and act as a guide for the lectures or activities. ***These notes contain a general outline from the lectures you will likely need to write down more content from lecture than is on the slides***. Students are encouraged to keep a copy of their written notes and synthesize them with PowerPoint slides, as well as notes from your readings. I would also suggest that notes be handwritten and students have a trusted folder or binder to store all course materials.

Quizzes. (15 points x 8 = 120)
In this course, students are expected to engage with the materials and readings independently. To facilitate this, quizzes are given, which cover the readings. There will be 8 quizzes. These will consist of multiple choice and short answer questions.

All quizzes are due by the beginning of class on the date indicated. All quizzes are take home quizzes and will be reviewed as a class at the beginning of each class period they are due. Students are expected to complete their quizzes in either black or blue ink. Students are expected to self-correct their quizzes in a different color ink than was used to complete the quiz. If you are unable to secure a pen of a different color, please let me know at least 15 minutes ahead of the start of class, so we can problem-solve. ***Students are expected to complete the quizzes on their own***.
The instructor might administer pop quizzes as needed.

In-class Graphing Data Tasks (50 points x 5 = 250 points)
The students are required to graph the data in the accepted ABA format using Microsoft Excel. To accomplish this, you will complete the graphs independently using the respective videos provided and they will be checked for accuracy in the class meetings. For each graph, students are required to provide interpretations based on level, trend, and variability across phases. During our class meeting, we will cover how to interpret the graphs. Students will then provide a Word (or similar) document with the graph and the interpretation underneath it. These will be due immediately after class period where graphing task is reviewed. Student are expected to learn how to graph
   (a) Basic time series single and 3 conditions data (50 pts);
   (b) Reversal design data (50 pts);
   (c) Alternating treatment design data (50 pts);
   (d) Multiple baseline design data (50 pts);
   (e) Changing criterion design data (50 pts).

Data-based interpretation of an intervention for behavior (200 points)
Students will write an assessment to intervention report for a mock case. This will require students to work with a treatment team on one case from a small pool of cases and follow the case from conceptualization to treatment outcomes appraisal. This will be based on a referral problem and initial treatment plan with measureable goals. Students are required to graph the data in the accepted ABA format. For the case, students are required to provide interpretations based on level,

trend, and variability across phases. Students are then required to provide an outcomes synthesis and recommendations using data-based decision making. While you will work as a team, you will be required to draft and submit your own documents.

Grades	
Assignment	Points
Quizzes	120
In-class Graphing Data Tasks	250
Data-based interpretation of an intervention for behavior	200
Total	**570**

A = 90 – 100%
B = 80 – 89.9%
C = 70 – 79.9 %
D = 60 – 69.9 %
F = 59.9% and below

If you believe that your grade on a particular assignment should be different, you must submit a request to review the assignment to the instructor in writing within 24 hours of receiving the grade for the assignment. Your request for review must contain the following elements to be considered:
1) Your name and ID number
2) The title of the assignment
3) Your rationale for the review of the graded assignment

Your justification will be reviewed and a decision will be made as to whether or not your assignment will be reviewed. If your assignment is reviewed, *it will be reviewed in its entirety, which might result in an increase, decrease, or no change in the grade given*.

Also, remember that this is a skills mastery course, rather than a strictly didactic course. To this end, all products will be reviewed and revised until mastery is evident.

Student Accommodations
"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270-745-5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

Additional Information
Academic Dishonesty
Students are expected to complete their own work. As stated in the student code of conduct (https://www.wku.edu/studentconduct/student-code-of-conduct.php), dishonesty, including plagiarism is a violation. In other words, do your own work and do not cheat. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

Late Assignments
Optimally, we can plan accordingly and get assignments done ahead of time. However, there are times when we fail to or cannot. If you know an assignment will be late, let the instructor know as soon as possible, and definitely before the class period when the assignment is due. The instructor will work with you to makes sure your assignments are complete if you communicate beforehand. Bear in mind that there is still the likelihood that there will be reduced point values, and the potential to refuse any late work in instances of quizzes or exams.

Correspondence
I love the content of this course, enjoy teaching it, and want to make sure you understand the material to the best of your ability. Students are always welcome to come by during office hours or schedule an appointment. Other acceptable forms of communication are calling the instructor's office phone or sending an e-mail. The instructor will communicate with students by Blackboard announcements, student WKU e-mail, or notes in the student's department mailbox.

You are encouraged to check your WKU email account and graduate department mailbox daily during the workweek.

If you choose to correspond with the instructor via email:
1) Provide the course prefix and number in the subject line,
2) Provide your name within the text of the email, as well as at the end of the email, and
3) Type your concern as concisely as possible using a conventional letter format, and refrain from using all CAPS, emoji's, brightly colored fonts, etc.
4) Depending on the nature and type of response requested, it might take *up to 48 hours* to respond.

If you choose to call and leave a voicemail for the instructor:
1) Provide your name,
2) State what the call is regarding, and
3) Leave your phone number and email address.

TITLE IX STATEMENT
"Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf. Under this policy, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex-gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159."

COVID-19
All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Expectations of Students
1) **Arrive.** Getting to class before start time and return on time after breaks will assure that you have the optimal exposure to the course content. This allows you to settle in, check with others, and be ready to start class on time. If you arrive after the start time of the class, you are likely to miss key information and might hurt your participation grade.
2) **Prepare.** Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.
3) **Discontinue.** Turn off your communication and entertainment devices as they are likely a distraction in class to you and your classmates. Put all devices in silent mode or off; and if you must, take any calls in the hall (see cell phone policy).
4) **Submit assignments on or before the dates listed.** When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.

5) **Produce scholarly work** (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means think of what message you want to communicate before you speak and proofread carefully before you turn in your written work.

6) **Collaborate with your colleagues.** Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved, including the instructor. It is important to learn to talk through differences in understanding, as well as learn others' points of view.

7) **Attendance and Participation.** Students are required to attend all classes for the entire scheduled time, to participate actively, and to contribute both experiential and didactic information to class discussion. We all have times when things come up or we are under the weather. However, the more class you miss the more difficult it will be to keep up and contribute to your group projects. In order to respect the learning needs of others, it is required that you abstain from any of task texting or internet surfing.

Expectations of the Instructor

1) Class will be held and begin at the dates and times scheduled in the schedule of classes, unless otherwise noted in the course schedule or by the instructor.
2) Class will be held for the total number of minutes allocated by the university.
3) Answer reasonable questions in a timely manner via phone, email, or in person (~ 2 business days after receipt).
4) Encourage critical and independent thinking, and be a participant in this academic community.
5) Be available during office hours, scheduled appointments, and scheduled class times
6) Provide feedback on assignments and project components (~ 2 business weeks after receipt).
7) Listening to your needs as scholars by regularly providing structured times to check your needs and related course adjustments.

Course Policies

Class begins when Dr. Gross takes roll. Absences, arriving late, and/or leaving early inherently limits your opportunities to learn the course material and will reduce your grade. If you arrive after your name is called, you are tardy. A tardy will be considered a half of an absence; where two times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Class ends when Dr. Gross informs you class has ended. Leaving before class has ended is only partial attendance. If you need to arrive late or leave early inform the instructor and have it approved; if you do not, they will be counted as a half absence regardless of time in the class period. If you miss a class, you need to ask a classmate for notes and other details. *If you miss 4 or more class periods, your grade will be reduced by half a letter grade*.

Mastering principles of behavioral psychology requires a mastery of great breadth and depth of knowledge, and requires a considerable amount of *individual and group effort*. That means each student is expected to exercise *attention to detail*, *be prepared*, and *use repeated practice* during in-class and out-of-class portions of the course.

In order to be best prepared for this course, you will need to *read all assigned readings*, *complete the course work as scheduled*, and *attend all class periods*. If you are having trouble with the course content, stop in during office hours or make an appointment with Dr. Gross as soon as possible – *my job is to make sure you master this material, I love this stuff and want you to benefit from knowing it, as well*. This course requires you to build upon previous knowledge and generalize skills across concepts. If you fail to address difficulties early, then you will struggle to keep pace with or catch-up to your peers. Your likelihood of success increases with *focused effort*, *attentiveness*, and *planning ahead* to complete assigned work and prepare for the final exam.

Internet Access. The university has numerous computer labs on campus that are available to students. Students in this course must make arrangements to access the internet regularly throughout the week. To complete homework assignments, to access course-related information, and to receive emails from Dr. Gross, which may include important announcements and changes in assignments, students will need to access the course website through Blackboard. *Students are responsible for making sure they receive Dr. Gross' emails and Blackboard updates, and follow through with any assignments or other information that is provided via email.* If you have a hardship with accessing the internet, please let me know as soon as possible, so we can make arrangements for you to have the same access to materials as your peers.

Academic Integrity. In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others. Cheating or plagiarism might result in failure of a portion or all of an assignment, depending on the assignment and type of infraction. Repeated infractions could result in failure for the entire course. This practice is consistent with University policy. *If in doubt about whether an action is cheating or acceptable behavior, please ask Dr. Gross for clarification before proceeding.* Any material taken from another work must be documented, and in no case

should one represent another's work as one's own, this includes information received from others during examinations or submitting another's assignments, papers, etc. as one's own. *Any amount of information copied word for word from any source (without proper use of quotations and referencing) is plagiarism.* Students involved in authorized collaborative work, to avoid questions of plagiarism, should exercise extreme caution.

Exclusion of Students from Class. We will all learn better if the classroom is free of disruptions. The instructor may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. Students ejected from the classroom will remain responsible for all class assignments. *Students who are excluded from class will be counted as absent for that day.* For purposes of this class, disruptive conduct includes, but is not limited to:

1) Behavior that **obstructs the learning environment** (e.g., offensive language, harassment of students and professor, repeated outburst from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.).
2) Continued use of **any electronic or other device**, which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).
3) **Use of a cell phone to talk or text during class.** I understand that sometimes there are emergencies or urgent matters to which you need to attend. In such cases: (a) excuse yourself from class, (b) talk or text outside of the classroom, (c) only reenter after you are finished. If you need to excuse yourself for a second time: (a) gather your belongings, (b) excuse yourself, and (c) you will have to wait until the next class day to return to class.

Tentative Course Schedule

Day		Topic	Reading for the Day	Assignment	Points
1: 6/6		The Basics			
	OC	Definitions and Concepts (L1) *VIDEO: PSY 511 L1 - The Basics 1*	Ch. 1, 2 Hanley 2010		
	CM	Introduction & Syllabus Review (DAY 1) Definitions and Concepts ***Case interest form***			
2: 6/7		The Basics; Define & Measure			
	OC	Definitions and Concepts Cont. (L1) *VIDEO: PSY 511 L1 - The Basics 2* Selecting Target Behaviors (L2) *VIDEO: PSY 511 L2 - Defining and Measuring Behaviors 1*	Ch. 3 & 4 Leonidas 2019		
	CM	***Assign Case*** Definitions and Concepts Cont. Selecting Target Behaviors		**+Quiz 1 & 2 (Ch. 1 & 2; Ch. 3 & 4)**	
3: 6/8		Define & Measure			
	OC	Measuring Target Behaviors (L2) *VIDEO: PSY 511 L2 - Defining and Measuring Behaviors 2* Quality Measurement (L2) *VIDEO: PSY 511 L2 - Defining and Measuring Behaviors 3*	Ch. 5 & 6 Crowley 2013		
	CM	Measuring Target Behaviors		**+Quiz 3 (Ch. 5 & 6)**	
4: 6/9		Representing Behavior & Interpreting Outcomes			
	OC	Graphic Display (L0 – Graphing 1) Excel Tabs Basic Graph and 3 Condition *VIDEO: Graphing 1 Basic Single AND 3 Cond* Assumptions of Analyzing Behavior (L3) *Video: PSY 511 L3 - Essentials Analyzing Behavior*	Ch. 7 & 8 Dixon 2009		
	CM	Single and Three condition review Assumptions of Analyzing Behavior		**+Basic Graph and Three condition write-up +Quiz 4 (Ch. 7 & 8)**	
5: 6/10		Representing Behavior & Interpreting Outcomes			
	OC	Excel Tab Reversal *VIDEO: Graphing 2 Reversal* Excel Tab ATD *VIDEO: Graphing 3.1 ATD 1* *VIDEO: Graphing 3.1 ATD 2*	Ch. 9 & 10 Hodges 2021		
	CM	Reversal and ATD review		**+Quiz 5 (CH. 9 & 10) +Reversal Graphs write-up +ATD Graphs write-up**	

6: 6/13		Representing Behavior & Interpreting Outcomes			
OC		Excel Tab Multiple Baseline *VIDEO: Graphing 4 MBD* Excel Tab Changing Criterion *VIDEO: Graphing 5 Changing Criterion*	Quinn 2021 McDougall 2006		
CM		Multiple Baseline & Changing Criterion review Research/Scientific Basis (L4)		**+MBL graph write-up** **+Changing Criterion Graph write-up**	
7: 6/14		Reinforcement			
OC		Positive, Negative, & Schedules of Reinforcement (L5) *VIDEO: PSY 511 L5 - Reinforcement*	Ch. 11, 12, 13 Rafacz 2019		
CM		Positive, Negative, & Schedules of Reinforcement		**+Quiz 6 (Ch. 11, 12, 13)** **Data-based interpretation case: Draft 1st 2 sections**	
8: 6/15		Reinforcement			
OC		Reinforcement cont. (L5) *VIDEO: PSY 511 L5 - Reinforcement 2*			
CM		Reinforcement cont.			
9: 6/16		Punishment			
OC		Type I & Type II Punishment (L6) *VIDEO: PSY 511 L6 - Punishment*	Ch. 14, 15 Smith 1999		
CM		Punishment cont.		**+Quiz 7 (Ch. 14 & 15)** **Data-based interpretation case Draft initial data section**	
10: 6/17		Antecedents			
OC		Motivators and Control (L7) *VIDEO: PSY 511 L7 - Motivation and S Control*	Ch. 16, 17		
CM		Motivators and Control		**+Quiz 8 (Ch. 16 &17)**	
11: 6/20		Acquisition			
OC		Modeling, Shaping (L8) *VIDEO: PSY 511 L8 - Acquisition Applications*	Ch. 21, 22, 23 Silverstein 2014		
CM		Shaping, Chaining			
12: 6/21		Removal & Replacement			
OC		Extinction, Differential Reinforcement (L9) *VIDEO: PSY 511 L9 - Reduce and Replace*	Ch. 24, 25 Newman 2021		
CM		Differential Reinforcement, Noncontingent reinforcement		**Data-based interpretation case Initial plan**	
13: 6/22		Other Considerations			
OC		Antecedent Intervention Functional Assessment (L10) *VIDEO: PSY 511 L10 - Functional Behavior Assessment (FBA)*	Ch. 26, 27 Oleson 2014 Wiggins 2020		
CM		Antecedent Intervention Functional Assessment		**Data-based interpretation case Plan Revisions**	

14: 6/23		Ethics			
OC	Ethics, Wrap-up (L11) *VIDEO: PSY 511 L11 - Ethical Considerations*	Ch. 30, 31 Horner 2021 Cox 2021			
CM	Generalization and Maintenance Ethics				
15: 6/24	***Final Project – 10 a.m.***		**+Data-based interpretation case Final draft**		

Keep in mind that this is a tentative schedule and subject to change by the instructor.