

SOCSCI 2UR3 - Single Subject Research Design

Course information:

- Mondays 7:00pm – 10:00pm. January 10, 2022 – April 12, 2022
- Classroom: ABB 271
- Instructor: Mary Hume, MEd, MHA(CC), BCBA
- Office: online or by appointment
- Office hours: online or by appointment
- Email: humem@mcmaster.ca

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Course Overview

This course presents an introductory examination of single subject design and its applications in the field of Applied Behaviour Analysis.

Course Objectives:

Upon completion of this course, students will be able to:

1. Identify the features of different types of single subject design and their application.
2. Explain the differences between various types of single subject designs.
3. Explain how treatment effectiveness is determined through single subject designs.
4. Develop a research-based proposal for using single subject design.

Developing Transferable Skills

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- critical reading and thinking;
- communication (oral, written and visual);
- self and peer evaluation;
- research skills; and
- group work skills.

Course Format

This course will be taught in person.

This semester we will be incorporating interteaching into class time. Interteaching is an evidence based behavioural approach to learning that requires active student engagement. Students will be required to engage with each other and the materials to build fluency.

Class time will include a traditional lecture led by the facilitator followed by an interteaching session led by students. Students will be required to break up into small groups to go over and complete. “Prep Guides”. These guides will be

made available prior to class and are filled out by students after they have reviewed class material. At the beginning of each class, the facilitator will use the previous weeks guides to create a clarifying lecture based on student response.

After each interteaching session students will be required to hand in a feedback form to evidence their participation and to inform the following week's clarifying lecture.

Sample Class Schedule (times approximate):

- 7-715p – Housekeeping
- 715-8p – Clarifying Lecture
- 8:05-9p – Traditional Lecture
- 9:05p-10p – Interteaching Session

Required Texts:

	ISBN	Textbook Title & Edition	Author & Publisher
Required	9780130623218	Single Case Research Designs in Educational and Community Settings	O'Neill, R.E., John J. McDonnell, Felix F. Billingsley, & William R. Jenson (2011). Pearson.
Recommended	9781138685260	Research methods in applied behavior analysis 2 nd Edition.	Bailey, J. S., & Burch, M. R. (2017). Pearson. ISBN:
Recommended	ISBN: 978-1-59738-050-8	Behavior Analysis for Lasting Change, Third Edition	G. Roy Mayer, Beth Sulzer-Azaroff, and Michele Wallace Pearson; Sloan Publishing

Evaluation Components:

Assessment Activity	% of Grade	Date Due	Notes
Hypothetical Research Paper	1) Topic Proposal (3%) 2) Abstract and Introduction (5%) 3) Methods (7%) 4) Results and Discussion (5%) 5) Final Draft – Hand in with revisions (20% total)	1. January 17, 2022 2. January 31, 2022 3. February 14, 2022 4. March 14, 2022 5. April 4, 2022	See Description and Rubrics
Quizzes (X4)	20% - 4 x 5%	Dates listed below	Not cumulative
Inter-teaching Prep Guides and Feedback	20%	Every class	See Description and Rubrics
TCPS 2: Core Modules	10%		To be completed online
Graphing Tip Sheets	10%	Assigned dates	See Description and Rubrics
Final Exam (Cumulative)	20%		Cumulative

Quizzes (x4):

Content for the quizzes will be derived from the lectures, readings and prep guides. Quizzes are not cumulative. Quizzes will be completed on A2L.

Graphing “Tip Sheet” Assignment:

Groups will be responsible for creating a short “tip sheet” for you classmates. “tip Sheets” should include a basic introduction to the chosen design and steps to creating the graph. Students are strongly encouraged to meet with the professor at least a week prior to their submission to review information before it is distributed to classmates.

Interteach Prep Guides:

To encourage reading all assigned articles and chapters before class we will be using Interteach Prep Guides this session. Interteach Prep Guides are to be completed prior to class Interteach discussions. Students will be placed in discussion groups (Zoom Breakout groups) to go over over assigned materials and flesh out guides. These guides will be used to facilitate class discussion and notes for quizzes and exams. The facilitator will join these discussion groups intermittently during the session.

At the end of the Interteach Session students will complete a feedback form and return to the facilitator. These forms will be used to create clarification lecture for the following class. Activities will be conducted either during the first hour of class or the last half hour, late arrival or absence from class that day will result in a 0, there are no make-ups. Feedback will be submitted through A2L.

Hypothetical Research Paper:

This project will be completed in groups of 2. The purpose of this assignment is for students to gain experience in (a) designing a study using single-case methodology, and (b) writing a research paper. The approximate page length of a journal brief report article (Max. 3000 words). Projects must be APA-formatted. The project should use either a withdrawal design, a variation of the multiple baseline design, changing criterion design, a variation of the alternating treatments design, or a combination design.

You will choose a topic and look into the literature for at least 10 peer-reviewed articles on the topic. You will propose a single-subject design study for a fictitious problem in class, during seminar and hand in a 1-page justification of your topic. The papers should demonstrate synthesis and evaluation of key course concepts related to single-case research design.

Sections of the research paper will be handed in separately throughout the semester (due dates indicated below). Feedback will be provided per section. A revised final draft of the research paper will be handed in on the final day of class (with revisions highlighted). If revisions meet the criteria of the rubric, grades will be changed to reflect final revisions. Templates and Rubrics will be provided via A2L.

TCPS 2: Core Modules:

The purpose of completing these modules is to provide students with a broad overview of conducting human subject research. The online tutorial is an introduction to the 2nd edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology. Students must provide proof of completion via email. The modules can be accessed here: <http://tcps2core.ca/>

Final Exam (cumulative):

The final exam is cumulative and will include content covered in class and in the readings over the course of the semester. Exam will be administered via A2L.

Assignment Submission Guidelines

Written Assignments: All written assignments are to be typed and double-spaced. Please include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Please submit a paper copy to the Instructor at the start of class on the due date as well as submit one file copy per group to the appropriate Dropbox in Avenue 2Learn.

Submitting Assignments Electronically: Individual assignments submitted electronically must include your last name in the filename: e.g. Smith_Assignment_5_Article_Assessments.rtf.

Late Submissions: All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

Class Participation and Engagement: Class participation and engagement is an important component of this course (and of active learning). Therefore, we expect all students to be ‘active’ participants in this course. This means

attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments. The success of this course depends on you! Students who are most successful in this course fulfill these expectations and engage in all aspects of the course!

Group Assignments: For all group assignments, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable 'working-as-a-team' skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

Submitting Assignments Electronically: Individual assignments submitted electronically must include your last name in the filename: e.g. Smith_Assignment_5_Article_Assessments.docx

Policy for Returning Assignments/Posting Grades: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your examinations and the group assignment in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope when submitting the assignments for return by mail (for final capstone assignment only); and
4. submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for examinations and the group assignment will be posted in Avenue2Learn. Final grades for the course will be posted on Mosaic.

Student Responsibilities

UNIVERSITY POLICY ON ACADEMIC DISHONESTY:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

A NOTE ABOUT THE USE OF AVENUE TO LEARN IN THIS COURSE:

In this course we will be using Avenue to Learn for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

A NOTE ABOUT THE USE OF TURNITIN.COM IN THIS COURSE

In this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If announced by the Instructor, students will be expected to submit their work electronically to Turnitin.com as well as in hard copy so that it can be checked for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of their work to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to www.mcmaster.ca/academicintegrity

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

REQUEST FOR RELIEF FOR MISSED ACADEMIC WORK

The University recognizes that students periodically require relief from academic work for medical or other personal situations. This academic regulation aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. Any concerns regarding the granting of relief should be directed to the respective Faculty Office. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the Academic Integrity Policy and Student Code of Conduct, where appropriate.

1. Relief for missed academic work worth less than 25% of the final grade resulting from medical or personal situations lasting up to three calendar days:

- o Use the McMaster Student Absence Form (MSAF) on-line self-reporting tool. No further documentation is required.
- o Students may submit requests for relief using the MSAF once per term.
- o An automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate the opportunity for relief.
- o The MSAF cannot be used to meet a religious obligation or to celebrate an important religious holiday.
- o The MSAF cannot be used for academic work that has already been completed/ attempted.
- o An MSAF applies only to work that is due within the period for which the MSAF applies, i.e. the 3-day period that is specified in the MSAF; however, all work due in that period can be covered by one MSAF.
- o The MSAF cannot be used to apply for relief for any final examination or its equivalent. See *Petitions for Special Consideration* above.

2. For medical or personal situations lasting more than three calendar days, and/or for missed academic work worth 25% or more of the final grade, and/or for any request for relief in a term where the MSAF has been used previously in that term:

- o Students must report to their Faculty Office to discuss their situation and will be required to provide appropriate supporting documentation (see *Documentation Requirements* below).
- o If warranted, the Faculty Office will approve the absence, and the instructor will determine appropriate relief.

Documentation Requirements:

If the reason for a request for relief is medical, the approved *McMaster University Medical Form* covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness.

If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three working days.

In some circumstances, students may be advised to submit a Petition for Special Consideration (Form A) seeking relief for missed academic work. In deciding whether or not to grant a petition, adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, may be taken into account. Failure to do so may negate the opportunity for relief.

If the petition is approved, the Faculty Office will notify the instructor(s) recommending relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

Access Copyright Regulations:

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website:

<http://www.copyright.mcmaster.ca/>

Student Accessibility Services (SAS) formerly Centre for Student Development (CSD):

If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early as possible in the term.

What are my responsibilities as a student registered at SAS? Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services.

Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- providing the course instructor with their accommodation letter from SAS.

For more information, see the SAS website: <http://sas.mcmaster.ca/>

Course Schedule

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
Week 1 Monday January 10, 2022	<u>Introduction to course and course requirements</u> Article: Byiers, B. J., Reichle, J., & Symons, F. J. (2012). Single-subject experimental design for evidence-based practice. <i>American journal of speech-language pathology</i> . O'Neil et al. (2011): Chapter 1: Historical Background and Development of Single Case Research Methods Ontario Association of Behaviour Analysis (2017). Evidence-Based Practices For Individuals with Autism Spectrum Disorder: Recommendations for Practitioners, Caregivers and Policy Makers..	1	B-01, B-02, B-03, FK-47, FK-48

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
	<p>Retrieved from http://www.ontaba.org/pdf/ONTABA%20OSETT-ASD%20REPORT%20WEB.pdf</p> <p><u>Interteaching</u></p> <p>Article: Saville, B. K., & Zinn, T. E. (2011). Interteaching. <i>New Directions for Teaching and Learning</i>, 128, 53-61.</p> <p><u>How to read Scholarly Articles</u></p> <p>Article: Durbin, C. G. (2009). How to read a scientific research paper. <i>Respiratory Care</i>, 54(10), 1366-1371.</p> <p>Hudson-Barr, D., & Hudson-Barr, D. (2004). How to read a research article. <i>Journal for Specialists in Pediatric Nursing</i>, 9(2), 70-72.</p> <p>Socolofsky, S. A. (2004). How to write a research journal article in engineering and science. <i>Refereed Journal Article</i>, 1-17.</p> <p>Subramanyam, R. V. (2013). Art of reading a journal article: Methodically and effectively. <i>Journal of Oral and Maxillofacial Pathology: JOMFP</i>, 17(1), 65.</p> <p>Interteach Feedback Due</p>		
<p>Week 2 January 17, 2022</p>	<p><u>Social Validity and Selecting Variables</u></p> <p>O'Neil et al. (2011): Chapter 2: Defining What to Measure and How to Measure It</p> <p>Bailey & Burch (2002): Step 1: Select Your General Topic, Find a Good Setting & Choose Appropriate Participants Step 2: Narrow Down Your Research Question</p> <p>Bosch, S., & Fuqua, R. W. (2001). Behavioral cusps: a model for selecting target behaviors. <i>Journal of Applied Behavior Analysis</i>, 34(1), 123.</p> <p>Article: Fiske, K., & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. <i>Behavior Analysis in Practice</i>, 5(2), 77-81.</p> <p>LeBlanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. <i>Behavior Analysis in Practice</i>, 9(1), 77-83.</p> <p>Wolf M. M. (1978). Social validity: the case for subjective measurement or how applied behaviour analysis is finding its heart. <i>J. Appl. Behav. Anal.</i> 11, 203 10.1901/jaba.1978.11-203</p> <p>TOPIC PROPOSAL DUE Interteach Feedback Due</p>	<p>2</p>	<p>B-01, B-02, H-01, H-02, H-03, H-04, H-05, J-15</p>

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
<p>Week 3 January 24, 2022</p>	<p><u>Basic principles of experiments</u></p> <p>O'Neil et al. (2011): Chapter 3: Internal and External Validity and Basic Principles and Procedures of Single Case Research (SCR) Designs</p> <p>Article: Kazdin, A. E. (1977). Artifact, bias, and complexity of assessment: The ABCs of reliability. <i>Journal of applied behavior analysis</i>, 10(1), 141-150.</p> <p>Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art?. <i>Journal of applied behavior analysis</i>, 24(2), 189-204.</p> <p>Vollmer, T. R., Sloman, K. N., & Pipkin, C. S. P. (2008). Practical implications of data reliability and treatment integrity monitoring. <i>Behavior Analysis in Practice</i>, 1(2), 4-11.</p> <p>QUIZ 1 Interteach Feedback Due</p>	3	A-01, A-02, A-03, A-04, A-05, A-06, A-07, A-08, A-09, A-10, A-11, A-12, A-13, B-01, B-02, B-03, FK-47, FK-48, J-15
<p>Week 4 January 31, 2022</p>	<p><u>Visual Displays</u></p> <p>O'Neil et al. (2011): Chapter 4: Making Sense of Your Data: Using Graphic Displays to Analyze and Interpret It</p> <p>Article: Bulkeley, K., Bundy, A., Roberts, J., & Einfeld, S. (2013). ASD intervention research in real world contexts: Refining single case designs. <i>Research in Autism Spectrum Disorders</i>, 7(10), 1257-1264.</p> <p>Kubina, R. M., Kostewicz, D. E., Brennan, K. M., & King, S. A. (2017). A critical review of line graphs in behavior analytic journals. <i>Educational Psychology Review</i>, 29(3), 583-598.</p> <p>Lane, J. D., & Gast, D. L. (2014). Visual analysis in single case experimental design studies: Brief review and guidelines. <i>Neuropsychological rehabilitation</i>, 24(3-4), 445-463.</p> <p>ABSTRACT & INTRO DUE Interteach Feedback Due</p>	4	H-01, H-03, H-04, H-05, I-05, FK-47, FK-48, J-15
<p>Week 5 February 7, 2022</p>	<p><u>Withdrawal and Reversal Designs</u></p> <p>O'Neil et al. (2011): Chapter 6: Withdrawal and Reversal Designs</p> <p>Article: Barrish HH, Saunders M, Wolf MM., (1969). <i>Good Behavior Game: effects of individual contingencies for group consequences on disruptive behavior in a classroom. Journal of Applied Behavior Analysis. 2:119-124.</i></p>	6	B-01, B-02, B-03, B-04, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
	<p>Carter, C. M. (2001). Using choice with game play to increase language skills and interactive behaviors in children with autism. <i>Journal of Positive Behavior Interventions</i>, 3(3), 131-151.</p> <p>Rasmussen, K., & O'Neill, R. E. (2006). The effects of fixed-time reinforcement schedules on problem behavior of children with emotional and behavioral disorders in a day-treatment classroom setting. <i>Journal of applied behavior analysis</i>, 39(4), 453-457.</p> <p>Interteach Feedback Due</p>		
<p>Week 6 February 14, 2022</p>	<p><u>Multiple Baseline and Multiple Probe Designs</u></p> <p>O'Neil et al. (2011): Chapter 7: Multiple Baseline and Multiple Probe Designs</p> <p>Article: Brobst, B., Ward, P. (2002). Effects of public posting, goal setting, and oral feedback on the skills of female soccer players. <i>Journal of Applied Behavior Analysis</i>.35(3):247–257.</p> <p>Horner, R. D., & Baer, D. M. (1978). MULTIPLE-PROBE TECHNIQUE: A VARIATION OF THE MULTIPLE BASELINE 1. <i>Journal of applied behavior analysis</i>, 11(1), 189-196.</p> <p>Lerman D.C, Sansbury T, Hovanetz A, Wolever E, Garcia A, O'Brien E, et al. (2008). Using behavior analysis to examine the outcomes of unproven therapies: An evaluation of hyperbaric oxygen therapy for children with autism. <i>Behavior Analysis in Practice</i>. 2:1–9.</p> <p>Schepis, M. M., Reid, D. H., Behrmann, M. M., & Sutton, K. A. (1998). Increasing communicative interactions of young children with autism using a voice output communication aid and naturalistic teaching. <i>Journal of applied behavior analysis</i>, 31(4), 561-578.</p> <p>Recommended: Mayer et al. (2019) pp.185-193</p> <p>QUIZ 2 METHODS Due Interteach Feedback Due</p>	<p>7</p>	<p>B-01, B-02, B-03, B-07, B-08, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15</p>
<p>Week 7 February 21, 2022</p>	<p><u>MID TERM RECESS</u></p> <p>NO CLASSES</p>		
<p>Week 8 February 28, 2022</p>	<p><u>Changing Criterion Designs</u></p> <p>O'Neil et al. (2011): <i>Chapter 8: Changing Criterion Designs</i></p> <p>Article: De Luca RV, Holborn SW. (1992). Effects of a variable-ratio reinforcement schedule with changing criteria on exercise in obese</p>	<p>8</p>	<p>B-01, B-02, B-03, B-06, C-01, C-02, C-03, I-01, I-02, I-01, I-04, I-05, J-15</p>

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
	<p>and nonobese boys. <i>Journal of Applied Behavior Analysis</i>. 25(3):671–679.</p> <p>Hartman DP, Hall RV. The changing criterion design. <i>Journal of Applied Behavior Analysis</i>. 1976; 9:527–532</p> <p>Klein, L. A., Houlihan, D., Vincent, J. L., & Panahon, C. J. (2015). Best Practices in Utilizing the Changing Criterion Design. <i>Behavior Analysis in Practice</i>, 1-10.</p> <p>Meyers, A. W., Artz, L. M., & Craighead, W. E. (1976). The Effects Of Instructions, Incentive, And Feedback On A Community Problem: Dormitory Noise. <i>Journal of Applied Behavior Analysis</i>, 9(4), 445-457.</p> <p>Recommended: Mayer et al. (2019) pp.559-563</p> <p>Interteach Feedback Due</p>		
<p>Week 9 March 7, 2022</p>	<p><u>Multiple Treatment Designs</u></p> <p>O’Neil et al. (2011): <i>Chapter 9: Multiple Treatment Designs (MTD)</i></p> <p>Article: Hanley, G. P., Piazza, C. C., Fisher, W. W., Contrucci, S. A., & Maglieri, K. A. (1997). Evaluation of client preference for function-based treatment packages. <i>Journal of Applied Behavior Analysis</i>, 30(3), 459-473.</p> <p>Narayan, J. S., Heward, W. L., Gardner III, R., Courson, F. H., & Omness, C. K. (1990). Using response cards to increase student participation in an elementary classroom. <i>Journal of Applied Behavior Analysis</i>, 23(4), 483-490.</p> <p>Patel, M. R., Piazza, C. C., Martinez, C. J., Volkert, V. M., & Santana, C. M. (2002). An evaluation of two differential reinforcement procedures with escape extinction to treat food refusal. <i>Journal of Applied Behavior Analysis</i>, 35(4), 363-374.</p> <p>Interteach Feedback Due</p>	<p>9</p>	<p>B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-02, I-03, I-04, I-05, J-15</p>
<p>Week 10 March 14, 2022</p>	<p><u>Functional Analysis</u></p> <p>Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. <i>Journal of applied behavior analysis</i>, 36(2), 147-185.</p> <p>Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. <i>Behavior Analysis in Practice</i>, 5(1), 54-72.</p> <p>Iwata B. A, Dozier C. L. (2008). Clinical application of functional analysis methodology. <i>Behavior Analysis in Practice</i>.1:3–9.</p> <p>Recommended: Mayer et al. (2019) Chapter pp.567-574</p>		<p>B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-02, I-03, I-04, I-05, J-15</p>

Date	Topic, Lecture Details & Homework	Chapter	BACB Content Areas
	QUIZ 3 RESULTS & DISCUSSION DUE Interteach Feedback Due		
Week 11 March 21, 2022	<u>Alternating Treatment Designs</u> O'Neil et al. (2011): <i>Chapter 10: Alternating Treatment Designs</i> Article: Libby M. E, Weiss J. S, Bancroft S, Ahearn W. H. A., (2008). A Comparison of most-to-least and least-to-most prompting on the acquisition of solitary play skills. <i>Behavior Analysis in Practice</i> . 1:37-43. McDonnell, J., & McFarland, S. (1988). A comparison of forward and concurrent chaining strategies in teaching laundromat skills to students with severe handicaps. <i>Research in Developmental Disabilities</i> , 9(2), 177-194. Reinhartsen, D. B., Garfinkle, A. N., & Wolery, M. (2002). Engagement with toys in two-year-old children with autism: Teacher selection versus child choice. <i>Research and Practice for Persons with Severe Disabilities</i> , 27(3), 175-187. Recommended: Mayer et al. (2019) Chapter pp.177-184 Interteach Feedback Due	10	B-01, B-02, B-03, B-05, C-01, C-02, C-03, I-01, I-02, I-05, J-15
Week 12 March 28, 2022	Mayer, G. Roy; Sulzer-Azaroff, Beth; Wallace, Michele (2014). <i>Analyzing Behavioral Data with Complex Research Designs</i> , Chapter 25. Interteach Feedback Due		A-01, A-02, A-03, A-04, A-05, A-06, A-07, A-08, A-09, A-10, A-11, A-12, A-13, A-14, B-09, B-10, B-11, J-15
Week 13 April 4, 2022	Bailey & Burch (2002): Ethics Check and Carrying out Research O'Neil et al. (2011): Chapter 5: Common Steps and Barriers You May Have to Deal with in Conducting a Research Study QUIZ 4 Final DRAFT Due Interteach Feedback Due	5	B-01, B-02, FK-47, FK-48, K-01, K-02, K-03, K-04, K-05, K-06, K-07, K-08, K-09, K-10, J-15
Week 14 April 11, 2022	<u>Final Exam Review</u> O'Neil et al. (2011): <i>Chapter 11: Disseminating Your Research Results</i>	11	Review all above
TBA	Final Exam		

Additional Supplementary Reading:

Carr J. E, Briggs A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*. 3, 13–18.

Deochand, N., Costello, M. S., & Fuqua, R. W. (2015). Phase-change lines, scale breaks, and trend lines using Excel 2013. *Journal of applied behavior analysis*.

Dixon M. R, Jackson J. W, Small S. L, Horner-King M. J, Mui Ker Lik N, Garcia Y, Rosales R. Creating single-subject design graphs in Microsoft Excel™ 2007. *Journal of Applied Behavior Analysis*. 2009; 42:277–293.

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*. 3,13–21.

Martin G, Thompson K, Regehr K., (2004). Studies using single-subject designs in sport psychology: 30 years of research. *The Behavior Analyst*. 27, 263–280.

Vanselow, N. R., & Bourret, J. C. (2012). Online interactive tutorials for creating graphs with Excel 2007 or 2010. *Behavior analysis in practice*, 5(1), 40.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email

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In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to the [academic integrity website](#).