

CPSY 641 Single-Case Design – Fall 09

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Office Hours: Monday 8-10
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Required Text(s)

Barlow, D.H., Nock, M. & Hersen, M. (2009) Single case experimental designs (3rd Ed.)
New York: Pearson Education

Purpose: To present an overview of single-case and applied research design, scientific inquiry, general procedures in single-case research, single-case experimental designs and methodologies, and research ethics.

Requirements: Students will be responsible for all readings each week. Students will complete study guides, take weekly quizzes over readings, and complete instructional tutorials regarding research ethics, Institution Review Boards, and Informed Consent.

Specific requirements include:

1. Students will complete study guides (for own use, you do not need to send them)
2. Complete quizzes (15 points) – the times and dates of the quizzes are posted below. The quizzes contain short answer items.
3. Students will complete Institution Review Board tutorials.

TESTS – These are the real tests that are listed under quizzes, scroll to the bottom of the window if you do not see them. Each test consists of short answer items over the articles and chapter readings. An article review sheet is provided for your use to identify specific information regarding the articles. Some of the articles are review and others relate to specific experimental manipulations. When reading experimental articles it is important to be able to provide a definition of the dependent variable, how it was measured, a description of the independent variable, results, and limitations and future research.

Tests are DUE by dates noted below. Each test has a window of opportunity, this is noted on the availability notation next to the Test Name listed in quizzes under D2L, please review these dates and plan accordingly.

To access the test, your test monitor/proctor must have a password. The password comes from the Center for Continuing Studies.

You are able to access the test only one time, meaning make sure you have the time available to complete the test online.

You may schedule time to take the tests at the Center for Continuing Studies. Make sure you schedule 24 hours in advance and be aware of their hours of operation.

If you are not close to campus you will need to make arrangements for a test monitor and access a computer. Go to http://www.stcloudstate.edu/continuingstudies/distance/stu_resources.asp. Fill out the Monitor Request form and send in immediately.

Tests are scored by the humans. The computer will enter a default value of 0 for the short answer and your total will not be correct. It takes a while to grade the short answer so your total will be adjusted when the short answer questions are graded.

Tests will be available on a schedule with designated start and stop times. You must complete the test within the designated time period. If you miss the time period, a score of 0 will be entered. Most students complete the tests within 20-30 minutes, you are given 60 minutes to complete the tests.

Time is defined by Central Standard Time.

If you are traveling or have upcoming events scheduled in your life, you must complete the test during the designated time period.... Therefore plan accordingly or drop the course. Do not call and ask for an extension.

Do not procrastinate. Do not plan on taking the tests the last hour of the open time. You need to check your proctor's availability to schedule the tests. It is your responsibility to complete the tests within the allocated time periods.

Test Feedback

- a. I do not post answers to the exams online nor will I email the answers to you.
- b. If you would like to review your test, give me a call and I will be happy to go over items with you.
- c. You must give me a call within a week of the test, i.e. I will not be able to give you feedback on your last 3 exams.

Class Schedule:

Week Readings

1 Chapter 1 Historical Perspective

Test 1

Carver, R.P. (1974) Two Dimensions of Tests: Psychometric and Edumetric. American Psychologist, July, 512-518.

Baer, D.M., Wolf, M.R., & Risley, T.R. (1968) Some Current Dimensions of Applied Behavior Analysis, Journal of Applied Behavior Analysis, (1), 91-97.

Ahearn, W.H. Using simultaneous presentation to increase vegetable consumption in a Mildly selective child with autism. Journal of Applied Behavior Analysis (36), 361-365.

2 Chapter 2 General Issues

Test 2

Stokes, T.F. & Baer, D.M. (1977) An implicit technology of generalization. Journal of Applied Behavior Analysis (10), 349-367.

Wacker, D.P., Wiggins, B., Fowler, M., & Berg, W.K. (1988) Training students with profound or multiple handicaps to make requests via microswitches. Journal of Applied Behavior Analysis, (21), 331-343.

3 Chapter 3 General Procedures

Test 3

Zlutnick, S., Mayville, W.J., & Moffat, S. (1975) Modification of seizure disorders: The interruption of behavioral chains. Journal of Applied Behavior Analysis (8) 1-12.

Tiger, J.H. & Hanley, G.P. (2006) Using reinforcer pairing and fading to increase the milk consumption of a preschool child. Journal of Applied Behavior Analysis (39) 399-403.

Newsom, C.D. & Simon, K.M. (1977) A simultaneous discrimination procedure for the measurement of vision in nonverbal children. Journal of Applied Behavior Analysis (10) 633-644..

4 Chapter 4 Assessment Strategies

Test 4

Winnett, R.A. & Winkler, R.C. (1972) Current behavior modification in the classroom: Be still, be quiet, be docile. Journal of Applied Behavior, (5), 499-504.

Ayllon, T. & Roberts, M.D. (1974) Eliminating discipline problems by strengthening academic performance. Journal of Applied Behavior, (7), 71-76.

Nutter, D. & Reid, D.H. (1978) Teaching retarded women a clothing selection skill using community norms. Journal of Applied Behavior Analysis, 11, 475-487.

5 Chapter 5 Basic ABA Withdrawal Designs

Test 5

Solnick, J.V., Rincover, A., & Peterson, C.R. (1977) Some determinants of the reinforcing and punishing effects of timeout. Journal of Applied Behavior,(10), 415-424.

Foxx, R.M. & Shapiro, S.T. (1978) The Timeout Ribbon: A nonexclusionary timeout procedure. Journal of Applied Behavior Analysis, (11), 125-136

Gulotta, C.S., Piazza, C.C., Patel, M.R. & Layer, S.A. (2005) Using food redistribution to reduce packing in children with severe food refusal. Journal of Applied Behavior Analysis, (38), 39-50.

Buckley, S.D. & Newchok, D.K. (2006) Analysis and treatment of problem behavior evoked by music. Journal of Applied Behavior Analysis, (39), 141-144.

6 Chapter 6 Extensions of the ABA Designs

Test 6

Parsons, M.B., Schepis, M.M., Reid, D.H., McCarn, J.E., & Green, C.W. (1987) Expanding the impact of behavioral staff management: A large scale, long-term application in schools serving severely handicapped students. Journal of Applied Behavior Analysis, (20), 139-150.

Thompson, G.A., Iwata, B.A., & Poynter, H. (1979) Operant control of pathological tongue thrust in spastic cerebral palsy. Journal of Applied Behavior Analysis, (12), 325-333.

Shore, B.A., Babbitt, R.L, Williams, K.E., Coe, D.A., & Synder, A. (1998) Use of texture fading in the treatment of food selectivity. Journal of Applied Behavior Analysis, (38), 6

Kahng, S.W., Boscoe, J.H., & Byrne, S. (2003) The use of an escape contingency and a token economy to increase food acceptance. Journal of Applied Behavior Analysis, (36), 349-353.

7 Chapter 7 Multiple Baseline Designs

Test 7

Bornstein, P.H. & Quevillon, R.P. (1976) The effects of a self-instructional package on overactive preschool boys Journal of Applied Behavior Analysis, (9), 179-188.

Barrish, H.H., Saunders, M., & Wolf, M.M. (1969) Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. Journal of Applied Behavior Analysis, (2), 119-124

Richman, G. S., Riordan, M.R., Reiss, M.L., Pyles, D.A.M., & Bailey, J.S. (1988) The effects of self-monitoring and supervisor feedback on staff performance in a residential setting. Journal of Applied Behavior Analysis (21) 401-409.

Miltenberger, R.G., Roberts, J.A., Ellingson, S., Galensky, T, Rapp, J.T., Long, E.S., & Lumley, V.A. (1999) Training and generalization of sexual abuse prevention skills for women with mental retardation. Journal of Applied Behavior Analysis (32) 385-388.

8 Chapter 8 Alternating Treatments Designs

Test 8

Ahearn, W.H., Kerwin, M. E., Eicher, P.S., Shantz, J., & Swearingin, W. (1996) An alternating treatments comparison of two intensive interventions for food refusal. Journal of Applied Behavior Analysis, (29), 321-332

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., and Richman, G.S. (1994) Toward a functional analysis of self-injury. Journal of Applied Behavior Analysis, (27), 197-209.

Clark, K.M.& Green, G. (2004) Comparison of two procedures for teaching dictated-word/symbol relations to learners with autism. Journal of Applied Behavior Analysis, (37), 503-507.

9 Chapter 9 and 10 Beyond the Individual: Replication

Test 9

Copeland, R.E., Brown, R.E. & Hall, R.V. (1974) The effects of principal-implemented techniques on the behavior of pupils. Journal of Applied Behavior Analysis, (7), 77-86.

Greene, B.F., Bailey, J.S., & Barber, F. (1981) An analysis and reduction of disruptive behavior on school buses. Journal of Applied Behavior Analysis, (14), 177-192.

Carr, E.G.,& Durand, V.M. (1985) Reducing behavior problems through functional communication training. Journal of Applied Behavior Analysis, (18), 111-126.

Ferguson, D.L. & Rosales-Ruiz, J. (2001) Loading the problem loader: the effects of target training and shaping on trailer-loading behavior of horses. Journal of Applied Behavior Analysis, (34), 409-424.

10 Research Ethics:

Test 10

- a. Human Participants Protections Education for Research Teams
[Protecting Human Research Participants \(PHRP\)](#)

<http://phrp.nihtraining.com/users/login.php>

- b. Belmont Report and Helsinki Declaration

i. <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>

ii. <http://www.wma.net/e/policy/b3.htm>

11 Research Ethics: 45 CFR 46

Test 11

- a. Institution Review Boards (Read All Documents and Complete Study Guides)**

NIH IRB Training complete 3 modules,

<http://ohsr.od.nih.gov/IRBCBT/intro.php>

Complete the Module IRB Members

45 CFR 46 – Protection of Human Subjects

<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

Expedited Research

<http://www.hhs.gov/ohrp/humansubjects/guidance/expedited98.htm>

Statutory Basis for 45 CFR 46

<http://www.hhs.gov/ohrp/humansubjects/guidance/statute.htm>

Presidential Memorandum on Protection of Human Subjects

<http://www.hhs.gov/ohrp/humansubjects/guidance/hsdc94feb.htm>

Human Subject Regulations Decision Charts

<http://www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm>

read: Decision Charts

Informed Consent Guidance

<http://www.hhs.gov/ohrp/policy/>

read: Informed Consent

ADVERSE Events

<http://www.hhs.gov/ohrp/policy/AdvEvtGuid.htm>

a. Human Subject Assurance Training

<http://ohrp-ed.od.nih.gov/CBTs/Assurance/login.asp>

b. Children

<http://grants.nih.gov/grants/guide/notice-files/not98-024.html>

<http://www.hhs.gov/ohrp/reports/ohrp502.pdf>

c. SCSU Institutional Review Board

This is the site for your thesis submission, please read the application materials, informed consent, and frequently asked questions

<http://www.stcloudstate.edu/osp/irb/default.asp>

d. IRB guidebook

This is a reference for the IRB. Any questions you have will be addressed here.

This site is provided for your information, however you may want to read Section V Behavioral Research and Section VI C. Children and Minors and D.

Cognitively Impaired Persons.

http://www.hhs.gov/ohrp/irb/irb_guidebook.htm

e. Informed Consent – Complete the following Tutorials and Submit certificates

<http://www.research.umn.edu/consent/> (Social and Behavioral Sciences) Note: you do not need to complete the create consent document section)

<http://tutorials.rgs.uci.edu/> (Enter as a visitor and complete the Human Research Tutorial.

Student Responsibilities

This is a distance based course where you are expected to read the syllabus and meet all requirements. By taking this course you agree to the following:

1. It is your responsibility to make arrangements for testing and proctors. This is done through the Center for Continuing Studies and if you are away from campus you must send your test proctor form in immediately.

<http://www.stcloudstate.edu/continuingstudies/distance/documents/MonitorRequest.pdf>

2. It is your responsibility to complete the tests within the designated time period. If you miss a test a score of 0 will be entered.

3. You are aware of the dates and times the tests are available.

4. You are aware of your proctor/test center hours of operation.
5. You are aware there are no incompletes or extensions.
6. You are aware of the drop and withdraw dates as listed on the SCSU Registration Calendar.
7. You have read the syllabus and understand all course requirements.

Please note, the faculty have full time teaching assignments and additional responsibilities such as internship supervision, research, university assignments, and other duties. As such we are not available every day of the week. If you have a quick question, it is best to send an email. If you do not hear back in a timely fashion, please feel free to call. If you have a question that requires further discussion, please call.

Test Schedule

Test	Date Due (Availability 8:00 am to 5:00 pm, cst)
Test 1	9/8-9
Test 2	9/14-15
Test 3	9/21-22
Test 4	9/28-29
Test 5	10/5-6
Test 6	10/12-13
Test 7	10/19-20
Test 8	10/26-27
Test 9	11/2-3

NOTE: You must complete the SCSU IRB Training, if you do not you will be penalized 10% of your total grade. You can complete the SCSU IRB Training at anytime during the semester, but it must be completed the week of the final exam in this course. It is suggested you complete the training prior to Test 10. Information regarding how to log in is provided at

<http://www.stcloudstate.edu/osp/irb/IRBTraining.asp>.

Direct link to the SCSU IRB Training is

<http://www.citiprogram.org/>

Test 10	11/9-10
Test 11	11/16-17
Test 12	11/30-12/1