

REHB 545
Developmental Disabilities
Spring, 2016

Contacts and Communications

Course Title: Developmental Disabilities

Course Number: REHB 545

Credit Hours: 3

Location & Time: Wednesdays, 9:00 -11:50 a.m., WHAM 301a.

Instructor: Ruth Anne Rehfeldt, Ph.D., BCBA-D; Professor

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Course Goal:

The goal of this course is to teach students to understand a variety of contemporary behavioral interventions for enhancing skills and reducing challenging behaviors in children and adults with developmental disabilities, including autism spectrum disorder and intellectual disability. The course will focus on interventions that may be considered generative in that they produce repertoires in the absence of direct instruction. The course will also focus upon behavior change strategies that address complex behavioral issues and challenges, including transfer of skills from one repertoire to another, private events, and language and cognition. A theme throughout the course will be on the role of verbal relations in the overall functioning of persons with developmental disorders. The course will strongly emphasize the theoretical and conceptual foundations for the interventions covered rather than focusing exclusively on techniques.

Course Objectives:

After completing this course the student should be able to do the following:

- Describe the research base for a number of contemporary interventions
- Articulate the theoretical foundation for the interventions discussed in the class
- Write a research proposal on an intervention topic covered in the course
- Articulate a research proposal in the form of a presentation
- Lead a scholarly discussion over the theoretical implications of a particular research area.

Texts

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th Edition, Washington DC:

Harris, R. (2008). *The Happiness Trap*. Boston, MA: Shambhala Books.

Rehfeldt, R.A., & Barnes-Holmes, Y. (2009). *Derived Relational Responding. Applications for*

Learners with Autism and other Developmental Disabilities. Oakland, CA: New Harbinger.

Additional REQUIRED journal articles will be made available. All are indicated with a "*" on the calendar.

You must complete each assignment on the due date shown on the attached calendar.

Class Sessions:

Classes will include weekly quizzes, presentations, and student and instructor-led discussion. No materials will be made available outside of class.

*Cell phones must be turned off during each class period or the student will be asked to leave the class. Laptop computers are not to be used for purposes other than taking notes during class or the student will be asked to leave the class. ****Fifty points will be automatically deducted from a student's grade for using a laptop, iPad, or cell phone for ANY other purpose than viewing class material during class. ******

Evaluations:

- 1) **Quizzes (120).** Twelve 20-point short answer quizzes will be completed in class the week following the discussion of the material covered on that quiz. Quizzes will begin the week of Feb. 3. Quizzes will begin at the beginning of class and will last 30 min in duration regardless of when a student shows up to class. ***No makeup quizzes or quizzes taken at times other than during our SCHEDULED CLASS SESSIONS will be allowed.***
- 2) **Projects (100).** Two projects will be assigned. Directions for the assignment are included at the end of this syllabus and are similar in format to the project assignments completed in REHB 509a. Each project will be worth 50 points. Projects must be APA-formatted. The purpose of the projects is to review the literature and propose a study on a behavioral intervention *covered in this course* of your choosing.
- 3) **Project In-Class Presentations (30).** Each student will deliver an approximately ten min presentation on their project following the same template provided for the project (15 points per presentation).
- 4) **Student-Led Discussions (20).** Each student will lead a discussion on two (ten points each) assigned articles. Leading a discussion means sharing the content of the article but also asking questions to invite input and share ideas.
- 5) **Class Participation. (60)** Five points will be assigned for each student who meaningfully contributes, asks questions, answers questions, and engages with the instructor and classmates during a class period. ***This means the material must be read before coming to class.*** Only 5 or 0 points will be assigned for a given class period. Because this is a seminar, discussion is critical. I alone will assign participation points. I will not engage in retroactive conversations with students who remember participating more than how I evaluated. The best advice is to read all of the material prior to each class period and be

prepared to ask questions, answer questions, and discuss. Points will not be awarded on presentation days.

Late assignments will not be accepted under any circumstances. Grading is a responsibility of the instructor and teaching assistant, not a collaborative project with students. Point negotiations will not be tolerated. All assignments/project write ups should be completed using the guidelines found in the 6th edition of the APA manual.

Grades will be based on proportion of total points earned, as follows:

Letter Grade	Points	Percentage
A	330 – 297	100% - 90%
B	296 – 264	89% - 80%
C	263 – 231	79% - 70%
D	230 – 198	69%-60%
F	< 197	

Grade Change Procedures

According to SIU policy, grades given at the end of a course are final and may not be changed by additional work or submitting additional materials. When work is completed for a course in which an *INC* grade has been given, instructors notify the Registrar's Office of that fact, along with the final grade to be given, by processing a Grade Change Card through the academic dean's office. Similarly, if the original grade that was submitted was done in error, a Grade Change Card should be processed.

Support for Students with Disabilities.

If you think you need an accommodation for a disability, please let me know at your earliest convenience and register with Disability Support services (618-453-5738; DSSsiu@siu.edu; <http://disabilityservices.siu.edu/>). Some aspects of this course, the assignments, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services to help us determine appropriate academic accommodations. Any information you provide is private and confidential and will be treated as such.

Academic Dishonesty

Each student is responsible for making himself or herself aware of the policies and procedures in the Graduate Catalog (see policies.siu.edu/_common/documents/StudentConductCode.pdf) that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Graduate Catalog, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

Emergency Procedures.

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Things to Keep in Mind:

- If you are having difficulty with this material, contact the course instructor or teaching assistant *as soon as possible*.
- If you wish to drop this course for any reason, the Graduate School has a final date that you can do this. It is your responsibility to drop by the date designated by the Graduate School. See <http://registrar.siu.edu/calendars/index.html>.
- A grade of Incomplete will be given only under the conditions specified in the Graduate School catalog. This generally refers to situations involving emergencies or unusual family circumstances. It does not pertain to a student who is failing the course. See <http://registrar.siu.edu/grades/incomplete.html>
- This syllabus is subject to modification to correct errors. The instructor reserves the right to make additions or deletions at any time as she sees fit.

Calendar:

Jan. 20: Course Introduction & Orientation

ACQUISITION:

Jan. 27: Joint Attention; Rudimentary Verbal Operants; Rule-Governed Behavior

Chapter 4 (Rehfeldt & Barnes-Holmes, 2009)

*Taylor & Hoch, 2008)

*Dube et al. (2004)

Chapter 6 (Rehfeldt & Barnes-Holmes, 2009)

*Sundberg et al. (2002)

*Sundberg & Michael (2002)

Chapter 5 (Rehfeldt & Barnes-Holmes, 2009)

Taylor & O'Reilly (1997)

*Faloon & Rehfeldt (2008)

Feb. 3: Generalized Imitation; Video Modeling; Observational learning

*Sevlever & Gillis (2010)

*Young et al. (1994)

*Haring et al. (1997)

*Rehfeldt et al. (2003)

*Taylor & DeQuizno (2012)

*Taylor et al. (2012)

Feb. 10: Complex Verbal Operants

Chapter 7 (Rehfeldt & Barnes-Holmes, 2009)

*Horne & Lowe (1996) through p. 215).

*Speckman & Greer (2012)

*Rosales et al. (2011)

*Rosales et al. (2012)

*Byrne et al. (2014)

*de Souza & Rehfeldt (2013)

Feb. 17: Augmentative & Alternative Communication

*Bondy & Frost (1993)

*Michael (1985)

*Sundberg & Sundberg (1990)

*Bondy & Tincani (2004)

*Gregory et al. (2009)

*Azelrayer et al. (2014)

Feb 24: Stimulus Equivalence

Chapter 8 (Rehfeldt & Barnes-Holmes, 2009)

Chapter 9 (Rehfeldt & Barnes-Holmes, 2009)

*Lane & Critchfield (1998)

*Rosales & Rehfeldt (2007)

*de Souza et al. (2004)

March 2: Relational Frame Theory

Chapters 12, 13, 14, 15, 17 (Rehfeldt & Barnes-Holmes, 2009)

*Berens & Hayes (2007)

*Rehfeldt et al. (2007)

*Davlin et al. (2011)

March 9: Presentations

March 16 (SPRING BREAK: NO CLASS)

REDUCTION

March 23: Self-Injury & Aggressive Behavior

*Iwata et al. (1994)

*Beavers et al (2013)

*Luiselli (2012)

March 30: Health-threatening Eating Behavior

*Luiselli (2012) Chapters 9, 10, & 11

*Seubert et al. (2014)

*Bachmeyer (2014)

April 6: Stereotypy; Unusual Verbal Behavior; Psychotropic Medication

*Fritz et al. (2012)

*Normand et al. (2008)

*Weeden & Poling

*Northup et al. (1997)

*Matson & Neal (2009)

April 13: Psychiatric Disorders; Criminal Behavior; Sexually Offending Behavior

*Sturmey & Didden (Chapters 9-12)

*Johnston & Reid (Ch. 15) (2015)

*Luiselli (2012), Chapters 12 & 13.

April 20: ACT Part 1.

*Friman et al. (1998)

Happiness Trap – entire book.

April 27: ACT Part 2; Wrap up.

*Brown & Hooper (2009)

*Eilers & Hayes (2015)

*Singh et al. (2006)

*Bach & Hayes (2002)

*Woods et al. (2006)

*Lundgren et al. (2008)

*Johnston & Reid (2015) Chapters 16 and 18.

May 4: final quiz.

May 13: (FINALS WEEK: MEET 8-10 AM). Presentations

Supplemental Assigned Readings:

- Alzrater, N., Banda, D.R., & Koul, R.K. (2014). Use of iPad/iPods with individuals with autism and other developmental disabilities: a meta-analysis of communication interventions. *Review Journal of Autism and Developmental Disorders, 1*(3), 179-191.
- Bach, P., & Hayes, S. C. (2002). The use of acceptance and commitment therapy to prevent the rehospitalization of psychotic patients: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 70*(5), 1129-1139. doi:10.1037/0022-006X.70.5.1129
- Bachmeyer, M. H. (2009). Treatment of selective and inadequate food intake in children: A review and practical guide. *Behavior Analysis in Practice, 2*(1), 43-50.
- Beavers, G., Iwata, B., & Lerman, D. (2013). Thirty years of research on the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 46*(1), 1-21.
- Berens, N. M., & Hayes, S. C. (2007). Arbitrarily applicable comparative relations: experimental evidence for a relational operant. *Journal of Applied Behavior Analysis, 40*(1), 45-71.
- Bondy, A. S., & Frost, L. A. (1993). Mands across the water: A report on the application of the Picture-Exchange Communication System in Peru. *The Behavior Analyst, 16*(1), 123-128.
- Bondy, A., Tincani, M., & Frost, L. (2004). Multiply controlled verbal operants: An analysis and extension to the picture exchange communication system. *The Behavior Analyst, 27*(2), 247-261.

- Brown, F. J., & Hooper, S. (2009 September) Acceptance and Commitment Therapy (ACT) with a learning disabled young person experiencing anxious and obsessive thoughts. *13* (3), 195-201. doi:10.1177/1744629509346173
- Davlin, N. L., Anne Rehfeldt, R., & Lovett, S. (2011). A relational frame theory approach to understanding perspective-taking using children's stories in typically developing children. *European Journal of Behavior Analysis*, *12*(2), 403.
- De Souza, A. A., & Rehfeldt, R. A. (2013). Effects of dictation-taking and match-to-sample training on listing and spelling responses in adults with intellectual disabilities. *Journal of Applied Behavior Analysis*, *46*(4), 792-804.
- Didden, R., Braam, W., Maas, A., Smits, M., Sturmey, P., Sigafos, J., & Curfs, L. (2014). Sleep problems. In P. Sturmey & R. Didden (Eds.), *Evidence-based practice and intellectual disabilities* (pp. 219-234). Chichester, England: Wiley-Blackwell.
- Dube, W. V., MacDonald, R. F., Mansfield, R. C., Holcomb, W. L., & Ahearn, W. H. (2004). Toward a behavioral analysis of joint attention. *Behavior Analyst*, *27*(2), 197-207.
- Eilers, H. J., & Hayes, S. C. (2015). Exposure and response prevention therapy with cognitive defusion exercises to reduce repetitive and restrictive behaviors displayed by children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, *19* (Special Issue on Derived Relational Responding), 18-31. doi:10.1016/j.rasd.2014.12.014
- Faloon, B. J., & Rehfeldt, R. A. (2008). The role of overt and covert self-rules in establishing a daily living skill in adults with mild developmental disabilities. *Journal of Applied Behavior Analysis*, *41*(3), 393-404.

- Friman, P. C., Hayes, S. C., & Wilson, K. G. (1998). Why behavior analysts should study emotion: The example of anxiety. *Journal of Applied Behavior Analysis, 31*(1), 137-156.
doi:10.1901/jaba.1998.31-137
- Fritz, J., Iwata, B., Rolider, N., Camp, E., & Neidert, P. (2012). Analysis of self-recording in self-management interventions for stereotypy. *Journal of Applied Behavior Analysis, 45*(1), 55-68.
- Hanna, E. S., de Souza, D. G., de Rose, J. C., & Fonseca, M. (2004). Effects of delayed constructed-response identity matching on spelling of dictated words. *Journal of Applied Behavior Analysis, 37*(2), 223.
- Hayes, S.C. (2012). People with intellectual disabilities in the criminal justice system. In J.K. Luiselli (Ed.), *High risk challenging behaviors in people with intellectual disabilities* (pp. 211-228). Baltimore, MD: Paul H. Brookes Publishing.
- Horne, P. J., & Lowe, C. F. (1996). On the origins of naming and other symbolic behavior. *Journal of The Experimental Analysis Of Behavior, 65*(1), 185-241.
doi:10.1901/jeab.1996.65-185
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*(2), 197-209.
doi:10.1901/jaba.1994.27-197
- Johnston, J. (2015). Governmental and non-governmental service systems. In J.M. Johnston & D.H. Reid (Eds.), *The promise of behavioral services for people with intellectual disabilities* (pp. 275-290). Cornwall-on-Hudson, NY: Sloan.

- Johnston, J. M., & Reid, D. H. (2015). Barriers to effective services. In J.M. Johnston & D.H. Reid (Eds.), *The promise of behavioral services for people with intellectual disabilities* (pp. 307-320). Cornwall-on-Hudson, NY: Sloan.
- Lane, S. D., & Critchfield, T. S. (1998). Classification of vowels and consonants by individuals with moderate mental retardation: development of arbitrary relations via match-to-sample training with compound stimuli. *Journal of Applied Behavior Analysis, 31*(1), 21–41.
- Luiselli, J. K. (1996). Functional assessment and treatment of aggressive and destructive behaviors in a child victim of physical abuse. *Journal of Behavior Therapy and Experimental Psychiatry, 27*(1), 41-49. doi:10.1016/0005-7916(96)00004-3
- Matson, J. L., & Neal, D. (2009). Psychotropic medication use for challenging behaviors in persons with intellectual disabilities: An overview. *Research in Developmental Disabilities, 30*(3), 30572-30586. doi:10.1016/j.ridd.2008.08.007
- Northup, J., Jones, K., Broussard, C., DiGiovanni, G., Herring, M., Fusilier, I., & Hanchey, A. (1997). A preliminary analysis of interactive effects between common classroom contingencies and methylphenidate. *Journal Of Applied Behavior Analysis, 30*(1), 121-145. doi:10.1901/jaba.1997.30-121
- Lundgren, T., Dahl, J., Yardi, N., & Melin, L. (2008). Acceptance and commitment therapy and yoga for drug-refractory epilepsy: A randomized controlled trial. *Epilepsy and Behavior, 13*, 102-108. doi:10.1016/j.yebeh.2008.02.009
- Olley, J. G. (2012). The death penalty, the courts, and intellectual disabilities. In J.K. Luiselli (Ed.), *High risk challenging behaviors in people with intellectual disabilities* (pp. 229-242). Baltimore, MD: Paul H. Brookes Publishing.

- Michael, J. (1985). Two kinds of verbal behavior plus a possible third. *The Analysis of Verbal Behavior*, 3, 1–4.
- Normand, M. P., Severtson, E. S., & Beavers, G. A. (2008). A functional analysis of non-vocal verbal behavior of a young child with autism. *Analysis of Verbal Behavior*, 2463-67.
- Rehfeldt, R., Dahman, D., Young, A., Cherry, H., & Davis, P. (2003). Teaching a simple meal preparation skill to adults with moderate and severe mental retardation using video modeling. *Behavioral Interventions*, 18(3), 209-218.
- Rehfeldt, R. A., Dillen, J. E., Ziomek, M. M., & Kowalchuk, R. K. (2007). Assessing Relational Learning Deficits in Perspective-Taking in Children with High-Functioning Autism Spectrum Disorder. *Psychological Record*, 57(1), 23.
- Rosales, R., & Rehfeldt, R. A. (2007). Contriving transitive conditioned establishing operations to establish derived manding skills in adults with severe developmental disabilities. *Journal of Applied Behavior Analysis*, 40(1), 105-121.
- Rosales, R., Rehfeldt, R., & Huffman, N. (2012). Examining the utility of the stimulus pairing observation procedure with preschool children learning a second language. *Journal of Applied Behavior Analysis*, 45(1), 173-177.
- Rosales, R., Rehfeldt, R. A., & Lovett, S. (2011). Effects of multiple exemplar training on the emergence of derived relations in preschool children learning a second language. *The Analysis of Verbal Behavior*, 27(1), 61–74.
- Seubert, C., Fryling, M. J., Wallace, M. D., Jiminez, A. R., & Meier, A. E. (2014). Antecedent interventions for pediatric feeding problems. *Journal of Applied Behavior Analysis*, 47(2), 449-453. doi:10.1002/jaba.117

- Sevlever, M., & Gillis, J. (2010). An examination of the state of imitation research in children with autism: Issues of definition and methodology. *Research in Developmental Disabilities, 31*(5), 976-984.
- Singh, N. N., Lancioni, G. E., Winton, A. S., Curtis, W. J., Wahler, R. G., Sabaawi, M., & ... McAleavey, K. (2006). Mindful staff increase learning and reduce aggression in adults with developmental disabilities. *Research In Developmental Disabilities, 27*545-558. doi:10.1016/j.ridd.2005.07.002
- Speckman, J., Greer, R. D., & Rivera-Valdes, C. (2012). Multiple exemplar instruction and the emergence of generative production of suffixes as autoclitic frames. *The Analysis of Verbal Behavior, 28*(1), 83–99.
- Sturmey, P., & Didden, R. (2014). Anxiety disorders. In P. Sturmey & R. Didden (Eds.), *Evidence-based practice and intellectual disabilities* (pp. 234-260). Chichester, England: Wiley-Blackwell.
- Sturmey, P., & Didden, R. (2014). Mood disorders. In P. Sturmey & R. Didden (Eds.), *Evidence-based practice and intellectual disabilities* (pp. 261-279). Chichester, England: Wiley-Blackwell.
- Sturmey, P., & Drieschner, K. (2014). Offenders with developmental disabilities. In P. Sturmey & R. Didden (Eds.), *Evidence-based practice and intellectual disabilities* (pp. 280--291). Chichester, England: Wiley-Blackwell.
- Sundberg, M. L., Loeb, M., Hale, L., & Eigenheer, P. (2002). Contriving establishing operations to teach mands for information. *The Analysis of Verbal Behavior, 18*, 15–29.
- Sundberg, M., & Michael, J. (2001). The benefits of skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*(5), 698-724.

- Sundberg, C. T., & Sundberg, M. L. (1990). Comparing topography-based verbal behavior with stimulus selection-based verbal behavior. *The Analysis of Verbal Behavior*, 8, 31–41.
- Taylor, B. A., DeQuinzio, J. A., & Stine, J. (2012). Increasing observational learning of children with autism: a preliminary analysis. *Journal of Applied Behavior Analysis*, 45(4), 815-820.
- Taylor, B. A., & DeQuinzio, J. A. (2012). Observational Learning and Children with Autism. *Behavior Modification*, 36(3), 341-360.
- Taylor, I., & O'Reilly, M. F. (1997). Toward a functional analysis of private verbal self-regulation. *Journal of Applied Behavior Analysis*, 30(1), 43-58.
doi:10.1901/jaba.1997.30-43
- Weeden, M., Ehrhardt, K., & Poling, A. (2010). Psychotropic drug treatments for people with autism and other developmental disorders: A primer for practicing behavior analysts. *Behavior Analysis In Practice*, 3(1), 4-12.
- Woods, D. W., Wetterneck, C. T., & Flessner, C. A. (2006). A controlled evaluation of acceptance and commitment therapy plus habit reversal for trichotillomania. *Behaviour Research and Therapy*, 44639-656. doi:10.1016/j.brat.2005.05.006
- Young, J. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1994). Generalized imitation and response-class formation in children with autism. *Journal of Applied Behavior Analysis*, 27(4), 685-697. doi:10.1901/jaba.1994.27-685

Project and Presentation Assignment Template

1. **Introduction Section** (5-6 pages). Review the literature on the topic. Organize your Introduction section around important points, not study. Begin the Introduction section explaining why this behavior is a problem. Then, review the existing literature that is most relevant. Why is a new investigation warranted given what previous literature has shown? Conclude with a statement of purpose for your study that identifies the variables.
PRESENTATION: NO MORE THAN 4 SLIDES

2. Method section.

- a. Participants: Who are they and why were they selected for this study? Provide all relevant characteristics of the participant that are important for evaluating this intervention (i.e., age, gender, weight, communication levels, IQ scores, etc., etc. – this will depend on the purpose of your study). *Remember, the selection of participants speaks specifically to the social relevance of your study: There must be some socially and clinically important reason that these participants were deemed appropriate for this project.*
- b. Setting and Materials: In what setting was the study conducted? What sorts of materials were used for your project, either for measuring your dependent variable, recording behavior, instructing your participants, etc. Again, the materials that you describe in this section will depend on your study, but could include, for example, video recording equipment, flashcards, self-monitoring sheets, etc.
- c. Variables, Response Measurement, and Reliability: State your independent and dependent variables in this section. Describe also how you will be measuring your participants' behavior. For example, will you be using an individualized rating scale? A standardized questionnaire? Some other standardized assessment such as an IQ test? You might also use a physiological measure such as weight or blood pressure. Finally, you could use direct observations of behavior and record and measure behavior in terms of rate, frequency, duration, etc. Describe how you will measure behavior and how often you will be taking those measurements. Explain how you will establish reliability of your observations and with what frequency. **Provide the correct formula and state what your resulting (hypothetical) interobserver agreement was.** Also explain how you evaluated independent variable integrity or procedural reliability. **Include the checklist that you used for this evaluation as an Appendix.**
- d. Design: What research design will you be using to evaluate the effects of this independent variable? Describe how your design will be implemented and when you will change phases. How does your design control for plausible threats to internal validity? *Be specific.*
- e. Procedures: This will be the lengthiest section of your Method section. Here you will describe exactly what will be done during all phases of the study to evaluate the effects of your independent variable on behavior. This section should have a header for each phase of your procedure (i.e., baseline and intervention).
- f. Social validation: Describe how you will attain social validity of the different aspects of your study. **Include your social validity questionnaire in an Appendix.**
PRESENTATION; USE VISUAL AIDES AS MUCH AS POSSIBLE – FLOW CHARTS, DIAGRAMS, ETC. PRESENT ON THE OVERALL DETAILS OF YOUR STUDY. 5-6 SLIDES.

3. **Results section.** Prepare a Results section with an accompanying Excel figure to follow the reference section of your manuscript. What did your results show? Describe your results on a phase-by-phase basis using headers for each phase, being sure to discuss changes in mean, level, latency, trend, and nonoverlapping data points. **Be sure to also report on your social validity results.** *PRESENTATION: SHOW ALL FIGURES OR REPRESENTATIVE FIGURES. MAKE SURE TO FOLLOW JOURNAL GUIDELINES FOR FORMATTING THE FIGURES. CONCLUDE WITH A SUMMARY SLIDE OF YOUR RESULTS. 4-5 SLIDES.*

4. Discussion (4-5 pages). Explain how your study contributes to the existing literature. Describe any limitations that you encountered. Discuss the theoretical or conceptual implications of your study. Discuss avenues for future work. *PRESENTATION: 1-2 SLIDES ONLY.*

5. References. (remember DOIs)

6. Tables

7. Figures

8. Appendices (social validity checklist and procedural reliability checklist go here).