

**Behavior Analysis 5250 (BEHV 5250): Applied Behavior Analysis and
Autism Treatment III: Advanced Topics in Intervention**

Student Name:

Date Due	Assignment Description	Possible Points	Points Earned
6/13/05	Sets-up chart and sets aim for SAFMEDS	5	
6/14/05	Reading Quiz—PT's unique legacy from B.F. Skinner	5	
6/14/05	Reading Quiz—Behavioral fluency: Evolution of a new paradigm	5	
6/15/05	<i>Analyzing</i> Ch. 1 in-text questions	10	
6/15/05	Reading Quiz—Big 6+6 manual	5	
6/15/05	Reading Quiz—Imitation performance in toddlers with autism	5	
6/15/05	Reading Quiz—Generalized imitation and the man	5	
6/16/05	<i>Analyzing</i> Ch. 2 in-text questions	10	
6/16/05	<i>Analyzing</i> Ch. 4 in-text questions	10	
6/16/05	5 examples of one-way and 5 examples of two-way paired associate responses	10	
6/16/05	in-class presentation of examples of 5 sets of stimuli that may be difficult to discriminate	10	
6/17/05	<i>Analyzing</i> Ch. 3 in-text questions	10	
6/17/05	<i>Analyzing</i> Ch. 5 in-text questions	10	
6/17/05	completed step and model analyses of three chain tasks	40	
6/17/05	completed algorithmic task flowcharts	30	
6/17/05	procedural error identification from Appendix 7 in <i>Analyzing</i>	20	
6/20/05	Reading Quiz—Selected issues in program evaluation	5	
6/20/05	Reading Quiz—Verbally-governed and event-governed behavior	5	
6/20/05	in-class presentation of model concept analyses and rational sets	50	
6/20/05	<i>Analyzing</i> Ch. 6 in-text questions	10	

6/20/05	<i>Analyzing</i> Ch. 7 in-text questions	10	
6/20/05	4 examples of rule-governed behavior	20	
6/20/05	in-class presentation of analysis of rule-governed behavior	10	
6/21/05	component/composite analyses of 5 skills	50	
6/22/05	<i>Designs</i> Ch. 1, Part 1 in-text questions	10	
6/23/05	<i>Analyzing</i> pp. 34-44 n-text questions	10	
6/23/05	Design of 6 error correction routines	50	
6/24/05	<i>Designs</i> Ch. 1, Parts 2 & 3 in-text questions	10	
6/24/05	Examples of instructional frames that use formal prompts	50	
6/24/05	Design of one program that teaches KCR	50	
6/24/05	SAFMEDS for <i>Designs</i> Ch. 1	25	
6/24/05	Completed Checkpoint from <i>Designs</i> Ch. 1	15	
6/27/05	<i>Designs</i> Ch. 2, Parts 1, 2 & 3 in-text questions	25	
6/27/05	Computer program evaluation for: meaningful responding, errorless learning, immediate feedback, KCR, and formal prompts	100	
6/27/05	Scope & sequence assignment	75	
6/27/05	Summary of six articles related to error correction	50	
6/28/05	<i>Designs</i> Ch. 2, Part 4 in-text questions	10	
6/28/05	Evaluation of segment of instruction for: (1) meaningful active responding, (2) "errorless" learning, (3) feedback, and (4) comprehensive examples and non-examples	50	
6/28/05	Evaluation of live instruction	100	
6/28/05	SAFMEDS for <i>Designs</i> Ch. 2	25	
6/29/05	Reading Quiz—Decisions decisions	5	
6/29/05	<i>Designs</i> Ch. 3, Parts 1-4 in-text questions	30	
6/29/05	Examples of four slice sequences and fast tracks	50	
6/29/05	SAFMEDS for <i>Designs</i> Ch. 3	25	
6/30/05	<i>Designs</i> Ch. 4, Parts 1 & 2 in-text questions	10	
6/30/05	<i>Designs</i> page 132 Checkpoint	25	
6/30/05	<i>Designs</i> pages 153-156 Checkpoint	25	

6/30/05	SAFMEDS for <i>Designs</i> Ch. 4	25	
7/1/05	<i>Designs</i> Ch. 5, Parts 1 & 2 in-text questions	10	
7/1/05	<i>Designs</i> page 170 Checkpoint	25	
7/1/05	<i>Designs</i> page 183 Checkpoint	25	
7/1/05	<i>Designs</i> page 194-195 Checkpoint	50	
	in-class presentation of applied clinical project	20	
	applied clinical project write-up	200	
	<i>Analyzing SAFMEDS</i> <ul style="list-style-type: none"> ➤ 70+ corrects/0-1 error per minute = 200 ➤ 50-70 corrects/0-1 error per minute = 100 ➤ 30-49 corrects/0-1 error per minute = 50 ➤ fewer than 30 corrects per minute/0-1 error = 0 ➤ more than 1 error at any correct frequency = /2 in points 	200	
Student Grade Calculations			
Points possible		1730	
Regular points earned			
Extra credit points earned			
Total points earned			
Percentage			
Grade			
A+ = >100% B = 83-86% C- =70-72% F = ≤59% A = 94-100% B-= 80-82% D+=67-69% A- = 90-93 C+=77-79% D =63-66% B+= 87-89% C =73-76% D- =60-62%			

