BEHV 5622 Sec 402
Evidence-Based Practice: Understanding and Using Applied Behavior Analytic Research

Fall 2025 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Samantha Bergmann, Ph.D., BCBA-D, LBA(TX)

Adjunct Assistant Instructor: Marilyse Tucker M.S., BCBA, LBA(TX)

Email: behv5622@unt.edu

Office Hours: Office hours are available for tutoring and will be held via Zoom on a day and time listed on Canvas. You can access the Zoom office hours meeting by clicking on Office Hours in the Prerequisite Module. All Zoom calls (video and/or voice) will be recorded.

Course Assistance: If you have a question that is not answered in the syllabus or activity instructions, please email us anytime. We love hearing from students, and we are here to help! To contact your Instructor or Adjunct Assistant Instructor please email us at behv5622@unt.edu.

If you would like answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you determine the correct answer. Students can expect a response before or during the next business day.

Other Assistance: If you experience problems with Canvas, please select "help" in the Global menu or visit the UNT help desk or Canvas Technical Support. If you believe Canvas is experiencing an outage, please go to the Canvas Status page to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please contact Amy Hicks at BAO@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving emails from all "@unt.edu" addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Course Description

The purpose of this course is to build a foundation for a scientist-practitioner model of behavior analytic service provision. This includes learning the rationales for observable and socially valid interventions that are based on experimental proofs of effectiveness and the core characteristics of single-subject research. Specific topics include measurement tactics and strategies, data display and interpretation, and experimental design. Through a series of readings, lectures, and activities, students will learn an Evidence Based Practice (EBP) framework for understanding research in Applied Behavior Analysis to facilitate the selection of effective and meaningful treatments for the individuals they serve.

Course Structure

This course is fully online; all activities and assessments will be completed on Canvas.

Activities in the course should be completed in the order they are presented within each module. This course has weekly deadlines. To help students do well on the written assignment and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. This means that each activity, with the exception of activities due during the last week of class and the final exam, will be available for one week after the deadline on the module header. After the one-week grace period ends, the activity will be deactivated, and students will no longer be able earn any points on these activities. There will be no exceptions. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events. Working ahead also allows time for you to attend office hours or receive an email reply if you need to ask any questions about an assignment before it is due.

Course Prerequisites

BEHV 5600 ABA Foundations, Concepts, and Principles
BEHV 5612 Meaningful Assessment in Behavioral Practice
BEHV 5613 Culturally Responsive Ethics in Behavioral Practice
BEHV 5616 Effective Communication and Collaboration in Behavioral Practice (only required for MA students; may be taken concurrently)
BEHV 5617 Behaviorism and the Philosophy of Science
BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change (may be taken concurrently)

BACB Course Hours

Content is based on the 6th edition BACB Test Content Outline. This course specifically covers the following academic requirements for the BCBA certification exam: 45 hours of Measurement, Data Display, and Interpretation and Experimental Design. For more information on the Verified Course Sequence distribution, see the VCS Grid.

Course Objectives

By the end of this course, students will be able to:

- Identify and define concepts relevant to evaluating applied behavior analytic research and identifying evidence-based practice
- Select or provide the best answer when completing weekly study guides over readings and lectures relating to conducting and evaluating applied behavior analytic research
- Integrate, apply, and demonstrate the process of conducting applied behavior analytic experimental procedures.
- Demonstrate and apply knowledge of conducting and evaluating applied behavior analytic research to identify evidence-based practice by selecting the most appropriate answers on exams

Materials

Bailey, J. S., & Burch, M. R. (2024). *Research methods in applied behavior analysis* (3rd ed.). Routledge. (ISBN-10 1032540710; ISBN-13 978-1032540719)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Pearson Prentice Hall.

Johnston, J. M., Pennypacker, H. S., & Green, G. (2020). *Strategies and tactics of behavioral research and practice* (4th ed.). Routledge.

Instructional Allocations

This course is a 3 semester credit hours (sch) graduate course. A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and written projects.

Success in an Online Course

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.

- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Collaboration and civility are core values in the practice of behavior analysis.

Resources

At the beginning of the course on Canvas, there is a Resources module. This module contains valuable information for students including the following topics:

- BAO Registration Information
- Drop/Withdrawal Process
- Getting Help
- Technology Information and Requirements

Weekly Objectives and Activities

Module	Topic	BACB 6th Edition TCO	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Evidence-based Practice and Research in Applied Behavior Analysis	D 1-5 D-8	Identify and describe evidence-based practice in applied behavior analysis and critical components of single-subject research.	Study Guide Questions	Evaluate a Research Article
2	Areas of Investigation, Participants, and Settings	D-4	Identify and describe critical characteristics of good applied behavior analytic research topics, settings, and participants.	Study Guide Questions	Analysis in Practice Proposal (AIPP) Part 1: Oral proposal
3	Developing a Research Question and Defining your Independent and Dependent Variables	C-1 D-1 D-2 D-4	Identify and define dependent variables, independent variables, and components of a behavioral definition.	Study Guide Questions	AIPP Part 2: Topic, Literature Review, Experimental Question
4	Establishing Social Validity	D-2 D-4	Identify and describe ways to establish social validity.	Study Guide Questions	None
		Examination 1			
5	Introduction to the Observation and Measurement of Behavior	C-1 C-2 C-8 C-9	Identify and describe important considerations in the measurement of behavior. Create operational definitions of behavior.	Study Guide Questions	AIPP Part 3: Operational Definitions
6	Data Collection Systems	C-2 C-3 C-4 C-6 C-7 C-9	Identify and describe effective recording methods and best practices for selecting measurement procedures.	Study Guide Questions	None
7					AIPP Part 4: Data Collection Procedures
8	Interobserver Agreement	C-8 C-9	Identify and describe methods to evaluate the validity and reliability of measurement procedures.	Study Guide Questions	None
		Examination 2			
9	Research Designs: Reversal and Multielement Designs	D-1 D-4 D-8 D-9	Identify and describe critical components of reversal and multielement research designs. Compare and contrast methods of calculating interobserver agreement.	Study Guide Questions	AIPP Part 5: Baseline and Independent Variable Procedures
10	Research Designs: Multiple Baseline and Changing Criterion Designs	D-1 D-4 D-5 D-6	Identify and describe critical components of multiple baseline and changing criterion research designs.	Study Guide Questions	None
11	Research Designs: Applications	D-1 D-2 D-4 D-5	Identify and describe single-subject experimental designs. Choose a strong and appropriate single-subject experimental design for the student created scenario.	Study Guide Questions	AIPP Part 6: Experimental Design/Sequence of Conditions and Other Analytic Procedures

		D-6 D-8			
12	Comparative, Component, and Parametric Analyses	D-8	Identify and describe rationales for conducting comparative, component, and parametric analyses.	Study Guide Questions	None
13	Visual Analysis: Creating Graphs	C-10 C-11	Identify and describe different ways to appropriately graph data and interpret graphed data. Practice graphing data to communicate relevant quantitative relations.	Study Guide Questions	AIPP Part 7: Graphic Display and Discussion of Potential Outcomes
14	Visual Analysis: Interpretation	C-11	Practice and demonstrate how to interpret graphed data.	Study Guide Questions	AIPP Part 8: General Discussion and Reflection
15	Steps for Success		Create a plan for making regular contact with the scholarly literature and evaluating research.	Study Guide Questions	Evaluating Behavioral Research
Examination 3 and Final Project: Analysis in Practice Proposal Final Paper					

Course Activities

Study Guides and Practice

Each module contains videos, journal articles, and/or book chapters selected by the course designer. These readings and/or videos have a corresponding Study Guide which consists of multiple-choice questions, which may have multiple correct answers. These activities are designed to be a roadmap through the material, directing the students' attention to key important information in the material. Students may refer to the assigned material when answering Study Guide Questions.

Practice activities give students an opportunity to learn through practicing application of a skill or concept learned during that week's activities. Students may refer to the assigned material when answering Practice questions.

Integration Assessments

Students will submit a series of Integration Component Assignments throughout the course and a Final Integration Assignment at the end of the course. These activities provide an opportunity to apply what you have learned in the course readings and videos to real-world situations. Please complete all previous course menu activities before submitting an integration assignment to earn the best possible grade. Specific instructions for each written assignment will be under the specific activity in the Canvas Module.

All feedback provided within this course assumes that scenarios in the course and provided by the student are hypothetical. No feedback should be taken as clinical advice or consultation.

Examinations

This course includes three examinations, each of which will ask questions about all content previously covered in the course, but with a focus on the content covered since the most recent exam.

Grading

A grade of 'B' or better is required for this class.

You will have immediate feedback on all activities, with the exception of written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks of the regular or grace period deadline, whichever they used.

Each activity on Canvas indicates the number of points that can be earned within the activity. The Grades link in your Course Menu will provide you with information about your score for each activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0. If the assignment is then completed during the grace period, the grade will be updated to reflect the highest score earned on the activity.

For more information on how to navigate the Grades page on Canvas, please see the Canvas Student Guide.

Grades are based on the percentage of possible points that a student earns:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- F = below 70%

Coursework will be weighted as follows:

- 20% - Interactive Assessments (Study Guides and Practice Activities)
- 20% - Analysis in Practice Components
- 20% - Analysis in Practice Final Paper
- 20% - Weekly Quizzes
- 20% - Cumulative Exams (3)

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available near the end of the semester.

Course Policies

Assignment Policy

Please complete the first module of the course, Preparatory Activities, the first week of the semester. You must complete this module to unlock the rest of the modules in the course.

Please note the due dates of the following assignments. These assignments have a grace period but utilizing this will delay the feedback provided.

August 25	Evaluate a Research Article
September 2	Part 1: Oral Proposal
September 8	Part 2: Topic, Literature Review, Experimental Question
September 22	Part 3: Operational Definitions
October 6	Part 4a: Data Collection Procedures
October 13	Part 4b: Interobserver Agreement and Treatment Integrity
October 20	Part 5 - Independent Variable/Procedures
November 3	Part 6 - Experimental Design/Sequence of Conditions and Other Analytic Procedures
November 17	Part 7: Graphic Display and Discussion of Potential Outcomes
December 4	Evaluating Behavioral Research – NO GRACE PERIOD!
December 4	Final Paper – NO GRACE PERIOD!

Activities in the last week of the course will be due December 4^{h} at 11:59pm CT. There are no grace periods for these activities.

The final exam is due December 10th at 11:59pm CT. There is no grace period for the final exam.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Deductions

Students may sometimes request to resubmit their assignment for various reasons (e.g., they forgot to save before submitting or they submitted to the wrong course). An exception may be granted if the request is made before or within one day after the deadline. However, regardless of the reason, 5% will be deducted from the total points possible the first time this happens. If a resubmission is approved for subsequent requests, the deduction will double to 10%.

Respondus Environment Check Videos will be reviewed after the midterm, final, and during select weekly quizzes. If the video does not align with any of the directions or the video models provided, 5% will be deducted from the total points possible. Subsequent instances will result in a 10% deduction.

Examination Policy

Examinations must be completed on a laptop or desktop computer using a webcam as exams require the use of Respondus Lockdown Browser and Respondus monitor. **Students may not look at any course or other materials during examinations.**

Late Work

No credit is given for late assignments.

Attendance Policy

This course is fully online; all activities and assessments will be completed in Canvas. No attendance at any specific day or time is required.

Syllabus Change Policy

The instructor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

BAO Academic Integrity Policy

Honesty is a core value in the practice of behavior analysis. Progress depends on honesty in data collection, reporting, and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work in this course must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources, is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

The Integration assignments will be submitted through Turnitin on Canvas. Turnitin is a program that will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an "F" in the course. If you plagiarize in more than one course, you will be dropped from the program.

Artificial Intelligence (AI) Policy

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that our students will likely use it during their careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

You are responsible for reading and understanding the Academic Integrity Policy, Artificial Intelligence Policy, both linked in the course, as well as the UNT Student Academic Integrity Policy. These documents describe appropriate use of AI, misuse of AI, and the penalties that accompany misuse.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodation at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Course Designer

Rick Smith, Ph.D., BCBA-D and Micah Hope, M.S., BCBA designed this course. Our outstanding staff conducts testing and reliability on course activities.

Copyright Information

References

Bailey, J. S., & Burch, M. R. (2018). *Research methods in applied behavior analysis* (2nd ed.). Routledge.

Binder, C. (2001). Measurement: A few important ideas. *Performance Improvement*, *40*(3), 20-28. https://doi.org/10.1002/pfi.4140400307

Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice, 3*(2), 13-18. https://doi.org/10.1007/BF03391760

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied behavior analysis (3rd ed.). Pearson Prentice Hall.

Dallery, J., & Raiff, B. R. (2014). Optimizing behavioral health interventions with single-case designs: From development to dissemination. *Translational Behavioral Medicine, 4*, 290-303. https://doi.org/10.1007/s13142-014-0258-z

Ellis, J. & Burkett, L. [BAO UNT]. (2024, April 5). *Direct observation recording methods* [Video]. YouTube. https://youtu.be/gYgOkiNbAtc?si=NFDex67-jJ8ky6Xs

Fawcett, S. B. (1991). Some values guiding community research. *Journal of Applied Behavior Analysis, 24*, 621-636. https://doi.org/10.1901/jaba.1991.24-621

Fiske, K., & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. *Behavior Analysis in Practice, 5*(2), 77-81. https://doi.org/10.1007/BF03391826

Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis, 26*, 257-263. https://doi.org/10.1901/jaba.1993.26-257

Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. *Journal of Applied Behavior Analysis, 9,* 527-532. https://doi.org/10.1901/jaba.1976.9-527

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. https://doi.org/10.1007/BF03391754

Horner, R., Carr, E. G., Halle, J., McGee, G., Odom, S. L., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179. https://doi.org/10.1177/001440290507100203

Johnston, J. M., Pennypacker, H. S., & Green, G. (2020). Strategies and tactics of behavioral research and practice (4th ed.). Routledge.

Kelley, M. L., Jarvie, G. J., Middlebrook, J. L, McNeer, M. F., & Drabman, R. S. (1984). Decreasing burned children's pain behavior: impacting the trauma of hydrotherapy. *Journal of Applied Behavior Analysis, 17,* 147-158. https://doi.org/10.1901/jaba.1984.17-147

Kennedy, C. H. (2002). Toward a socially valid understanding of problem behavior. *Education and treatment of children, 25*, 142-153. https://www.jstor.org/stable/42900521?seq=1

Kubina Jr., R. M., Kostewicz, D. E., Brennan, K. M., & King, S. A. (2017). A critical review of line graphs in behavior analytic journals. *Educational Psychology Review, 29*(3), 583-598. https://doi.org/10.1007/s10648-015-9339-x

Kunnavatana, S. S., Bloom, S. E., Samaha, A. L., Slocum, T. A., & Clay, C. J. (2018). Manipulating parameters of reinforcement to reduce problem behavior without extinction. *Journal of Applied Behavior Analysis, 51*, 283-302. https://doi.org/10.1002/jaba.443

Lalli, J. S., Zanolli, K., & Wohn, T. (1994). Using extinction to promote response variability in toy play. *Journal of Applied Behavior Analysis*, *27,* 735-736. https://doi.org/10.1901/jaba.1994.27-735

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. *Behavior Analysis in Practice, 9*, 77-83. https://doi.org/10.1007/s40617-015-0063-2

Lewis, T. J., Scott, T. M., Wehby, J. H., Wills, H. P. (2014). Direct observation of teacher and student behavior in school settings: Trends, issues and future directions. *Behavioral Disorders, 39*(4), 190-200. https://doi.org/10.1177/019874291303900404

Lugo-King, A. (n.d.). *Defining behavior* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Evidence-based practice, searching the literature, and the scientist-practitioner model* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Graphs and graphic analysis* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *History of single subject design and defining features* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Interobserver agreement* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Interpreting data* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Measurement guidelines and considerations* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Measurement procedures* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Multiple baseline and changing criterion research designs* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Reversal and multielement designs* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Social validity* [Video]. Canvas Studio.

Lugo-King, A. (n.d.). *Treatment integrity* [Video]. Canvas Studio.

McIntyre, L. L., Gresham, F. M., DiGennaro, F. D., & Reed, D. D. (2007). Treatment integrity of school-based interventions with children in the Journal of Applied Behavior Analysis 1991-2005. *Journal of Applied Behavior Analysis, 40*, 659-672. https://doi.org/10.1901/jaba.2007.659-672

Peterson, L., Homer, A. L., & Wonderlich, S. A. (1982). The integrity of independent variables in behavior analysis. *Journal of Applied Behavior Analysis, 15,* 477-492. https://doi.org/10.1901/jaba.1982.15-477

Repp, A. C., Roberts, D. M., Slack, D. J., Repp, C. F., & Berkler, M. S. (1976). A comparison of frequency, interval, and time-sampling methods of data collection. *Journal of Applied Behavior Analysis, 9*. 501-508. https://doi.org/10.1901/jaba.1976.9-501

Sidman, M. (2011). Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives. *Journal of Applied Behavior Analysis*, *44*, 973-91. https://doi.org/10.1901/jaba.2011.44-973

Simkins, L. D. (1969). Basic issues in measurement. In *The basis of psychology as a behavior science* (pp. 126-151). Blaisdell.

Simmons, J. N., Smith, R. G., & Kliethermes, L. (2003). A multiple-schedule examination of immediate and subsequent effects of fixed-time food presentation on automatically maintained mouthing. *Journal of Applied Behavior Analysis, 36*, 541-544. https://doi.org/10.1901/jaba.2003.36-541

Sisson, L. A., & Barret, R. P. (1984). An alternating treatments comparison of oral and total communication training with minimally verbal retarded children. *Journal of Applied Behavior Analysis, 17,* 559-566. https://doi.org/10.1901/jaba.1984.17-559

Slocum, T. A., Detrich, R., Wilczynski, S. M., Spencer, T. D., Lewis, T., & Wolfe, K. (2014). The evidence-based practice of applied behavior analysis. *The Behavior Analyst, 37*, 41-56. https://doi.org/10.1007/s40614-014-0005-2

Smith, L. D., Best, L. A., Stubbs, D. A, Archibald, A. B, & Roberson-Nay, R. (2002). Constructing knowledge: The role of graphs and tables in hard and soft psychology. *American Psychologist, 57,* 749-761. https://doi.org/10.1037//0003-066X.57.10.749

Snodgrass, M. R., Chung, M. Y., Meadan, H., & Halle, J. W. (2018). Social validity in single-case research: A systematic literature review of prevalence and application. *Research in Developmental Disabilities, 74*, 160-173. https://doi.org/10.1016/j.ridd.2018.01.007

Touchette, P., MacDonald, R., & Langer, S. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 18,* 343-351. https://doi.org/10.1901/jaba.1985.18-343

Vollmer, T. R., Sloman, K. N., & St. Peter Pipkin, C. (2008). Practical implications of data reliability and treatment integrity monitoring. *Behavior Analysis in Practice, 1*(2), 4-11. https://doi.org/10.1007/BF03391722

Ward-Horner, J, & Sturmey, P. (2010). Component analyses using single-subject experimental designs: A review. *Journal of Applied Behavior Analysis, 43*, 685-704. https://doi.org/10.1901/jaba.2010.43.685

Wolfe, K., & Slocum, T. (n.d.). *Mastering the basics of visual analysis* [Multimedia tutorial]. FoxyLearning. https://foxylearning.com/oer/mastering-the-basics-of-visual-analysis/