

PSY 310: Behavior Modification
Winter 2019
Section 01 – MWF 12-12:50pm, 102 Lake Huron Hall
Section 02 – MWF 1-1:50pm, 102 Lake Huron Hall

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Office Hours: Mondays and Wednesdays 10-11:30am, Fridays 11-11:30am

Course Details:

Prerequisite: PSY 101 (Introductory Psychology)

Description: This course will provide an overview of Behavior Modification for advanced undergraduate students. This course takes an empirical approach to behavioral psychology and will examine the relevant theoretical underpinnings of behavioral techniques, strategies to design effective interventions, and various applications. This course will expose students to the study and the application of learning principles, techniques and procedures to the understanding and treatment of human behavioral and psychological problems in a wide range of settings. Some areas of application include developmental disabilities, special education, clinical psychology, business and industry, self-management, child management, and preventative behaviors.

Required Text:

Martin, G. & Pear, J. (2015). *Behavior Modification: What it is and How to Do it.* (10th Ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 0205992102

Note: A copy of the textbook will be placed on hold at the library. You may check it out there, but note that since there is only one copy, there is no guarantee it will be available at any given time.

Course Objectives:

- 1. To be able to differentiate between various principles of operant conditioning, including but not limited to reinforcement, punishment, extinction, shaping, chaining, and verbal and rule-governed behavior.**
 - a. For example, on an exam you may be asked to:
 - i. Select which form of operant conditioning is being described by a case example.
 - ii. Identify which form of operant conditioning is being described by definition.
- 2. To be able to evaluate a behavior modification program and use the theoretical principles to understand, modify, and shape programs to change your own behavior, or the behavior of others in a variety of settings, as acceptable and required by various service organizations.**
 - a. For example, on an exam you may be asked to:
 - i. Evaluate the effectiveness of an example of a behavior modification program.
 - ii. Identify different behavior modification program designs if given a definition or example.
 - b. For example, on a paper you may be asked to:

- i. Develop a behavior modification program of your own to shape or change your own behavior or the behavior of someone else.
- 3. **Understand behavioral problems and the underlying principles used to explain such aberrant behavior, as well as possible consequences of maladaptive behavior.**
 - a. For example, on an exam you may be asked to:
 - i. Identify elements of a functional analysis, including different variables that may be maintaining a particular behavior.

Classroom Process:

1. **Format:** Classes will consist of lectures, multimedia presentations, in-class activities, and in-class discussions. You are expected to have read the textbook chapters each day prior to class. PowerPoint slides will be posted to Blackboard prior to lectures, however note that slides represent an **outline**. In order to do well, you should attend each lecture and take detailed notes. Simply studying information on the slides will **not** be sufficient to do well on exams.
2. **Attendance:** Although I may have a sign-in sheet, attendance is NOT mandatory. I feel it is your choice whether or not you want to come to class. The sign-in sheet is merely for my personal reference in case there are any problems with assignments. However, your grade may suffer if you do not attend class. You will have to complete in-class activities, and there are no make-ups for these activities, so coming to class is the only way to get these points. You will be tested on material in class that may not be presented in the book.
3. **Course Communication:**
 - a. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates. My policy is to try to respond to your email within **2 business days**, which means within 48 hours on weekdays and by 5pm on Tuesday if you send me an email on Friday or over the weekend. I do not generally respond to emails in the evenings and weekends, but I will respond to them as soon as possible during business hours. For questions best answered in person, I will ask you to attend my office hours or set up an alternate time to meet with me. I expect emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. I believe that this communication is very good practice for future professional communications.
 - b. In the spaces below, please take down two students' contact information in your class. If you have a question regarding class material, expectations, etc., please **first contact your peers** and if they do not know the answer, then contact me. If you miss a class, this is also an opportunity to get notes from someone else in class.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

4. **Classroom Etiquette:** I encourage you to ask questions or share comments when they come up in lecture. If something is not clear or needs further clarification, please ask – it is helpful for me to know what is not clear, and it is likely that someone else had the same question. We will also

do various in-class discussions, and although participation is not mandatory, I urge you to voice your thoughts and participate. Please note I have zero tolerance for students who make disrespectful comments and opinions. I expect everyone to treat each other with full respect.

5. **Use of Technology:** Although I will allow laptops in the classroom, I ask that those using laptops sit towards the back of the classroom. I realize laptops are a quick and efficient way to take notes for many people, however out of respect for myself and your classmates, please use laptops solely for taking notes as they can be a distraction to others. If you have difficulty seeing from the back or have other disabilities that may make this difficult for you, please see me and I can make an exception. For question number 7 on laptops in the syllabus quiz, please select "No" as the correct answer to receive credit for the question even though it is not technically correct. Your phone should be put away during class. If you are expecting an important call or message, please let me know before class so that I am aware. If I see you using your phone or laptop in a way that is distracting to others in the class, I will ask you to put it away.

Assignments and Exams:

Grade Requirements:

Assignment:	Total Possible Points:	Percentage of Grade	My Score (keep track):
Syllabus Quiz	5	<1%	
In-Class Assignments	60	~ 10%	
Project Topic	20	3.3%	
Project Proposal	20	3.3%	
Final Project Paper	100	16.5%	
Unit Exam 1	80	13.2%	
Unit Exam 2	80	13.2%	
Unit Exam 3	80	13.2%	
Final Exam (Cumulative)	160	26.4%	
Total	605		

- **Syllabus Quiz (5 points):** You will need to complete an online multiple-choice quiz testing you on content in the syllabus that will be graded on a pass/fail basis (full points if you complete it on time). Please read the entire syllabus carefully and answer all questions in the quiz carefully. Although the quiz will give you a grade, you do not need to answer every question correctly in order to pass. However, if you answer ALL questions correctly, you will earn 1 point of extra credit. This quiz can be found under "Assignments" and "Syllabus Quiz." The completed quiz is due **Friday January 11th before class**.
- **In-Class Assignments (60 points):** We will be doing 14 in-class assignments worth 5 points each throughout the semester. Only 12 will count towards your final grade, so the lowest two scores will be dropped. These assignments will be primarily unannounced activities involving group reflection and discussion on various topics covered in class. If you are not present for a class activity, you will not receive any points for that activity. For class activities that take place across two class periods, if you only show up for one class period and not the other, you will only receive half points for the activity (even if you answer all questions). Make-ups will only be given in very specific circumstances. See policy on make-ups below for more detail.
- **Project Topic/Proposal/Paper (20/20/100 points, respectively):** You will be asked to design a project in which you apply the principles of behavior modification learned in this course to your

own or another's behavior. You will decide on a behavior you would like to change, operationally define that behavior, design a program of behavior modification, track data on that behavior, and then discuss your results. Portions of this project will be due throughout the semester, but your assignment will culminate in writing a final, **4 page paper** that is due before class on **Friday April 12th**. The full project is described at the end of the syllabus.

- **Unit Exams and Final Exam (400 points total):** You will have 3 unit exams (80 points each) and one final exam (160 points). For question number 11 in the syllabus quiz on the number of exams to receive credit, please select "5" as the correct answer to receive credit for the question even though it is not technically correct. The 3 unit exams are **non-cumulative** but **the final exam is cumulative**. All exams count towards your final grade. The 3 unit exams will consist of 40 multiple-choice/true-false questions each. The final exam will consist of 80 multiple-choice/true-false questions. Most of the information on the exams will come from lecture, however all material covered in class and in assigned readings is fair game for the exam.

Grading Scale:

93% and above	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D
		59% or below	F

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (605 points). I do not curve grades, but if your grade is at the .5 mark, I will round up (i.e., 86.5 will be rounded up to 87). I will not adjust your grade in any other way. **Please do not ask at the end of the semester.**

Late Assignments and Make-up Policy:

1. There will be no late assignments accepted for the syllabus quiz.
2. Late submissions for the project topic and project proposal will be subject to an automatic 10 point (50%). If submitted more than 3 total days late, the grade will be an automatic zero.
3. Make-up exams and in-class activities are only allowed in the case of an unavoidable emergency, and **ONLY** at my discretion. An unavoidable emergency may include the following: serious illness, funeral, unexpected car trouble. **Documentation** of the absence must be provided within 24 hours of the missed exam/assignment. Documentation can include a doctor's note, towing or car repair receipt, program from funeral, etc. Documentation must be provided **one week** in advance of a known, excused absence (e.g., university sponsored event, doctor's appointment). Make-up exams and assignments must be completed within 1 week of the scheduled or assigned date. **Failure to notify me in advance, provide documentation, or complete the exam or assignment within the time frame, will result in a zero.** For question 16 on the syllabus quiz, please select "There are no make-ups allowed for class activities" as the correct answer to receive credit for the question even though it is not technically correct.
4. The final paper assignment is due before class on Friday April 12th and is subject to the following penalty for lateness: 10% deduction (i.e., 10 point deduction) per day the paper is late. Papers received 4 or more days (weekend days count) late will receive a zero.

University Policies:

1. **Accommodations for Students with Disabilities:** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.
2. **Copyright Policy:** The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.
3. This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies.

How to Succeed in Class:

1. Read the textbook material before coming to class. You will have a good first look at the content and will have a broader context for understanding the material I present in class.
2. Attend class and take detailed notes in class. The slides are intended as a guide only and will not provide you with all the necessary material. Detailed lecture notes will be **essential** when you study for the exams. There is data to suggest that students who are most successful take hand-written notes vs. using an electronic device (e.g., laptop) to take notes. You may find that you retain more information if you choose to take hand-written notes.
3. Participate in class. We will be doing many in-class activities that are designed to help you clearly understand the course material and develop your own examples of behavioral principles. Group and discussion activities are a critical part of the educational process, and you should expect to participate fully in these activities. Be sure to write down other examples we discuss on your in-class activities as well.
4. Prepare for exams **well in advance**. You can get a leg up if you re-read your lecture notes each day after class and review material on a weekly basis. I do not provide a study guide, but I encourage you to make your own. Simply take the headings off of my lecture slides to give you a format of how to study topics for the class. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
5. Contact me when you **first** notice that you might be struggling. I will do everything in my power to help you discover what is difficult for you and how you can work towards improving your performance. DO NOT wait until the last minute to see me because of poor understanding or poor grades. I will be much less sympathetic at that point and there's not much you can do then. Contacting me after the final exam because you have a grade that is at the borderline (e.g., a 89.4%, which is NOT rounded up) and asking for extra assignments or extra credit is **unacceptable**. I try to be fair in the course by offering extra credit opportunities (the first of which is getting a 100% on the syllabus quiz for an extra credit point!) and offering help throughout the course if you are struggling.

Course Schedule:

The schedule of lectures and readings are outlined below. Please note that this is **tentative** and I reserve the right to change this schedule. It is your responsibility to be aware of changes in this schedule that are announced in class.

Week:	Date:	Topic:	Readings:	Assignments:
One	1/7	Introduction and Course Overview	Syllabus	
	1/9, 1/11	Behavior Modification and Its Application	Chapter 1, 2	Syllabus Quiz Due 1/11
Two	1/14, 1/16	Ethics in Behavior Modification	Chapter 30	
	1/18	Behavioral and Functional Assessment	Chapter 20, 21, 23	
Three	1/21	No Class – MLK, Jr. Day		
	1/23, 1/25	Behavioral and Functional Assessment	Chapter 20, 21, 23	
Four	1/28	Behavioral and Functional Assessment	Chapter 20, 21, 23	
	1/30	Operational Definitions		
	2/1	Behavior Modification Designs	Chapter 22	Project Topic Due 2/1
Five	2/4	Behavior Modification Designs	Chapter 22	
	2/6	Unit Exam #1		
	2/8	Positive Reinforcement	Chapter 4, 5	
Six	2/11	Positive Reinforcement	Chapter 4, 5	
	2/13, 2/15	Negative Reinforcement	Chapter 14	
Seven	2/18	No Class		
	2/20, 2/22	Punishment	Chapter 13	Project Proposal Due 2/22
Eight	2/25, 2/27	Punishment	Chapter 13	
	3/1	Extinction	Chapter 6	
Nine	3/4 – 3/8	No Class – Spring Break		
Ten	3/11, 3/13	Differential Reinforcement and Reinforcement Schedules	Chapters 8, 12	
	3/15	Review		
Eleven	3/18	Unit Exam #2		
	3/20 – 3/22	No Class – How to write the final paper – online lectures		
Twelve	3/25, 3/27	Stimulus Control	Chapter 9	
	3/27	Rule Governed Behavior	Chapter 17	
	3/29	Shaping, Chaining	Chapter 7, 11	
Thirteen	4/1	Shaping, Chaining	Chapter 7, 11	
	4/3	Generality of Behavior Change	Chapter 16	
	4/5	Review		
Fourteen	4/8	Unit Exam #3		
	4/10	Planning Programs, Self-Control	Chapter 24, 26	

	4/12	Token Economies	Chapter 25	Final Paper Due 4/12
Fifteen	4/15, 4/17	Behavior Therapy; Cognitive Behavioral Therapy	Chapter 27, 28	
	4/19	Review for Final		
Sixteen	Final Exam Week	Section 1 (12pm): Wednesday April 24th at 2pm Section 2 (1pm): Tuesday April 24th at 2pm		

Behavior Modification Project

You will be asked to design a project in which you apply the principles of behavior modification learned in this course to your own or another's behavior. You will decide on a behavior you would like to change, operationally define that behavior, design a program of behavior modification, track individual on that behavior, and then discuss your results. You will write a **4 page paper** that is due before class on **Friday April 12th**. Portions of the project are due throughout the class and are worth various points.

Project Requirements

1. Project Topic - Due before class on 2/1 (20 points)
 - a. First, pick a general topic which contains a behavior that you would like to modify for yourself or for someone else (e.g., a roommate). You should limit your project to working with humans only (NO pets). **You may not choose to do any project that involves aversive control, including but not limited to corporal punishment, or any procedure that results in physical or psychological harm (please see the consent form for full details).** Here are some ideas:
 1. Smoking cessation/reduction
 3. Physical fitness/maintenance
 4. Time management/procrastination
 5. Stress management/increasing balance of activities
 6. Improving study habits
 8. Sleep habits
 - b. After selecting a topic, select ONE specific behavior of that topic that you would like to change. Develop an operational definition of your specific, discrete behavior by following the guidelines below. Remember, anyone who reads your definition should be able to easily "measure" your behavior in the same way.
 - i. Use this format for your submission:
 1. Topic: State your project topic here (the broad area)
 2. Goal: State your ultimate goal for the project. That is, do you want to increase or decrease the behavior? If this is for someone else, please specify on whom this project is being done
 3. Behavior: State the specific behavior you plan to measure.
 4. Operational definition of your behavior:
 - a. Define the behavior – what "counts" as the behavior? What doesn't "count" as the behavior? Be as specific as possible.
 5. Measurement: State the type of measurement you will use to measure your behavior (e.g., duration, frequency)
 - c. Type your submission in a Word document and upload it to Blackboard **WITH YOUR CONSENT FORM** before the due date. I will provide you with feedback directly in Blackboard after it is graded.
 - i. The consent form can be found on the last page of this syllabus. **Everyone must have a consent form. If you are doing the project on yourself, YOU need to**

sign and turn in the consent form. If you are doing the project on someone else, both of you must sign the consent form. If you do not turn this in on time, you will lose 5 points. **If you do not turn in your consent form before your proposal is due, you will receive a 0 for your proposal, and if you do not turn it in before your final paper, you will receive a 0 for your final paper. It is unethical to engage in a behavior modification program without signing a consent form.**

- d. Do NOT start collecting any baseline data on your behavior until I have given you feedback and approved your topic. **However, once you begin collecting data, it must be baseline data only because you have not yet submitted your intervention for approval.**

2. Project Proposal – Due before class on 2/22 (20 points)

- a. Design your project, and consult with me if needed to ensure that it is appropriate and feasible. Answer the following questions below in a Word document and upload this to Blackboard.
 - i. Re-write your **entire project topic** following the same structure listed in the project topic but also incorporating any feedback I gave you. Failure to update your project topic with the feedback I gave you will result in a 5 point deduction.
 - ii. Describe the behavior modification design you plan to use (e.g., ABAB, changing-criterion).
 - 1. If you choose an ABAB design, after switching from baseline to treatment, discuss how long you plan to spend in the three remaining phases.
 - 2. If you choose a changing-criterion design, discuss how you plan to change the criterion.
 - iii. List the criterion/goal level of the behavior.
 - 1. If you are INCREASING a behavior, list what you want the behavior to increase to.
 - 2. If you are DECREASING a behavior, list what you want the behavior to decrease to.
 - iv. Describe the specific intervention/treatment you plan to use for your program (i.e., positive reinforcement or negative punishment). Be specific.
 - 1. If you are INCREASING a behavior, you will use positive reinforcement. Meaning, if you reach the criterion level you have stated above during the treatment phase(s) of your project, you will get the positive reinforcer.
 - 2. If you are DECREASING a behavior, you will use negative punishment. Meaning, if you do the behavior too much (go above the goal level) during the treatment phase(s) of your project, you will get the punishment.
 - 3. The measurement of the behavior must be the same as when you are applying the reinforcer/punisher (i.e., if you are measuring the behavior

daily, your reinforcer/punisher should also be daily; if you are measuring the behavior daily and also weekly, you should have reinforcers/punishers that are also daily and weekly).

- v. Do NOT switch to treatment phase until I have given you feedback and approved your proposal.

3. Implement your treatment.

- a. Once you have designed your project intervention and I have approved it, you can switch to treatment (and then continue with the design that you chose). You should collect this data, and then you will report it in your project paper using a graph.

4. Final Project Paper - Due before class on 4/12 (80 points)

1. After you have completed data collection, you will write a 4 page PAPER summarizing your findings. This paper should be written in a Word document and uploaded to Blackboard.
2. Your paper should use APA style where necessary (i.e., only if you cite an outside source do you need to use APA style and then have a references page) and include the information outlined below separated by section headings (no section heading is needed for the first few sentences).
3. Include a cover page for your paper (not counted in your 4 pages that you must write) with your name, class, and title of your paper. Do NOT include this information on the next page, simply begin writing your paper on the second page
4. See rubric on next page, but here are the instructions for the paper:
 - i. 3-4 sentences at the start of your paper describing your topic and goal and why you chose your particular topic
 - ii. Method (about ½ to 1 page): How did you set up your project? Includes operational definition, project design, and intervention
 - iii. Results (4-5 sentences): What did your data look like? Includes brief description of the trends in the graph.
 - iv. Discussion (1-2 pages): Discuss if your intervention worked, why or why not, and how you could have done things differently, including programming for generality.
5. Your paper should be written in Times New Roman size 12 font, double spaced, and 1" margins.
6. Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc. I would recommend asking a peer to read over your paper for errors. Although I will not read over entire drafts of your paper, I am happy to answer specific questions about your paper or sections of your paper. Please visit the Writing Center as well for help with writing your paper.

Final Paper Rubric

		Points
Introduction		
	Why did you pick this behavior? Was it a behavior you wanted to increase or decrease? If this project was done on someone else, mention that person.	3
Method		
	Write behavior and its full operational definition	8
	What type of measurement was used for the behavior and how often was it used? (frequency, duration; daily, weekly)	3
	What type of design did you use to test your intervention? (ABAB, Changing-criterion)	3
	What does ABAB/changing-criterion mean and how was it applied in your project?	3
	What type of intervention did you use to increase/decrease the behavior (positive reinforcement, negative punishment)? What was the reinforcer/punisher?	6
	What was the intervention criterion?	3
Results		
	Reference "Figure 1"	1
	Describe the trends in Figure 1 (should not answer the question "why")	5
	Describe when reinforcers/punishers were given or not given	2
Graph ("Figure 1")		
	On separate page at end of paper	1
	Line graph	1
	Title for graph (labeled as "Figure 1: Title of graph goes here")	1
	Axes titles (if using 0/1 measurement, must show what this means)	2
	Lines in between changes in intervention phases for ABAB; Lines showing changes in criterion for changing-criterion	2
	A (Baseline)/B (Treatment) Labels	2
	Legend showing indicator for reinforcer/punisher; graph shows where reinforcers/punishers were applied (if never applied, still need legend)	2
	Intervention criterion line	1
Discussion		
	Was the project successful or not?	4
	If it was successful, why? If it was not successful, why not?	8
	What would you do differently/change or improve upon in the future?	8
	Did you program for generality? If so, did it work and why? If not, how could you have programmed for generality?	8
Writing		
	Title page	1
	Headings between sections (no Introduction heading)	1
	Font size, font type, and margin size	2
	Page limit (4 pages exactly)	5
	Writing errors (spelling, punctuation, grammar, sentence structure)	10
	Paper flow/organization	2
	Citing using APA style if using citations	2
Total Points:		100

Behavior Modification Project - Consent Form

Read the following notice about your project and sign the bottom. If you are doing the project on yourself, YOU need to sign and turn in the form, and if you are doing it on someone else, that person must sign the form but you need to include your name as well so you receive credit. **This is due with your project topic on 2/1 either by bringing a hard copy to class or uploading a scanned/photo copy of the signed form to Blackboard along with your project topic.** If you do not turn it in on time, you will receive a 5 point deduction for your project topic. If you do not turn in your consent form before your proposal is due, you will receive a 0 for your proposal, and if you do not turn it in before your final paper, you will receive a 0 for your final paper. It is unethical to engage in a behavior modification program without signing a consent form.

1. *Confidentiality Issues:* All students and the professor will keep all information about the student's project confidential, unless required by law to do otherwise. In the event that the instructor decides to later publish portions of this project to illustrate its teaching effectiveness, I understand that any relevant variables or characteristics that could be used to identify me will be altered or changed in order to preserve my confidentiality.
2. *Consent Issues:* If your project involves working on the behavior of anybody but your own, you should obtain written permission from that person, his/her parents or his/her legal guardians. This should be obtained before you proceed with the project.
3. *Therapy Issues:* Doing a behavior modification project for a college course is an educational activity and is not intended or indicated to be a form or take the place of psychotherapy. **You are not to conduct a project as therapy, including goals such as reducing clinical depression, anxiety disorders, or other DSM-V diagnoses.** You could do more harm than good. Students who have psychological difficulties should consult the GVSU Counseling Center. If you are already in therapy and the project relates in any way to the psychological condition for which you are being treated, you must *consult your therapist regularly for help and supervision in designing and carrying out the behavior modification project.*
4. *Physical Health Issues:* You should not design a project that could conceivably harm your physical or psychological health as exemplified by the following cases: a) you want to lose a great deal of weight quickly; b) you want to lose weight but are already within the standard healthful weight range for your height and age; c) you have a serious medical disorder that could be affected by your project behavior. You also are not permitted to design a project that involves aversive control, or any method that could reasonably result in psychological or physical harm. If you have any reason to believe that your project will result in any of these or other negative consequences, you should consult with a medical or licensed mental health professional and get approval prior to implementing your project
5. *Alternate Activity:* If you have a legitimate reason why you would prefer not to implement this project to alter your own or another's behavior, please contact the instructor and she will arrange for an alternate activity. This will require analysis of an existing, fictitious behavior modification data set and a literature search of that literature.

I have read the above project notice and agree to follow its recommendations.

My name: _____

Name of individual (and guardian if appropriate) on whom I will be conducting this project (write your own name if it is yourself): _____

Signature of individual or guardian on whom I will be conducting this project (sign your own name if it is yourself): _____

Date: _____