RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

18:820:514:01 Applications of Behavior Analytic Principles: Changing Behavior
Credits: 3
Level: Graduate
Monday, 6:15 p.m. – 8:45 p.m.
Location: SMH-200

Instructor: Casey Irwin Helvey, PhD, BCBA-D
E-mail: cih18@rutgers.edu
Office Hours: By appointment
The instructor will make every reasonable effort to meet with students whenever necessary.

** Instructor reserves the right to amend this syllabus on an as-needed basis throughout the term. Students will be notified by email or by announcement in class when revisions are made. **

Class Format
Changing Behavior is an in-person course. The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion. Please do not attend class in person if you are experiencing symptoms of illness.

Course Overview
This course provides students with a basic understanding of the fundamentals of behavior analysis and behavioral interventions designed to establish, shape, strengthen and maintain desirable behavior and reduce aberrant behavior. The course focuses on the application of behavioral principles using procedures such as differential reinforcement, extinction, antecedent interventions, and punishment. The text provides an overview of applied behavior analysis in many fields. The additional readings will focus on research and applications, with persons with developmental disabilities.

Objectives for the course:
Students will (a) develop an understanding of behavioral assessment, intervention, and consultation procedures through readings, lecture, discussion, and application; and (b) demonstrate the ability to develop and implement effective behavioral interventions based on objective assessment and collaborative consultation within the school community.

Readings:
Required Texts:
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Selected chapters/articles/activities from other sources (see reading list for each week).
- These will be posted to Canvas prior to the date they are scheduled for class and ask you to

print it yourself. Periodically, I may substitute a new reading that I prefer over those listed.

Core (optional) Texts:
American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Assignments and Evaluation Method:
This course has been designed to be interactive, and you are expected to be a *full contributor*. You are expected to come to each class fully prepared to contribute to the discussions/activities to help you integrate and apply the knowledge base of the course.

The final grade will be determined and computed based on the following:

Activity	Due Date	Grade
Study Guides	Weekly	10%
Study Guide Evaluations	Weekly	5%
Quizzes	Weekly	20%
Participation	Weekly	15%
Tutorial Paper	Assigned dates	25%
BCBA Mock Exams	Assigned dates	25%

The organization of the course will be as follows:

1. *Assigned Readings:*
    Each unit will have assigned reading(s). These will include reading(s) from the textbook and/or journal articles (posted on Canvas). The instructor may also post other required preparation activities, such as listening to a podcast on a particular topic. If you find a particular term or topic from the reading difficult, then I encourage you to post a clarification question to the designated discussion board (see below).

2. *Study Guides:*
    Prior to each class, you will complete a study guide based on the reading(s) and other preparation activities for each unit. Study guides will consist of up to 25 questions, including various components such as concept identification, summarizing research findings, applying concepts to scenarios, etc. Responses to the questions on the study guide must be written **in your own words**, and there must be a response to each question to receive full credit.

3. *Study Guide Evaluations:*
    Prior to each class, you will provide an evaluation of your study guide. As part of this evaluation, you will be prompted to pinpoint any topics or concepts that you continue to find challenging or unclear. The instructor will subsequently address these specific questions and difficulties comprehensively during class for each unit.

    Students must identify at least one topic to receive credit for the evaluation. For instance, simply responding with "no questions at this time" to the prompt about challenging topics will not suffice and will result in an incomplete assignment with a grade of zero.

4. *Lecture/Class Activity/Discussion:*
As mentioned above, you will be required to pinpoint any topics that are challenging or unclear following completion of the readings and study guide. Subsequently, the instructor will allocate a portion of the following week's class to address these specific questions and comments that have been identified. While the instructor will highlight your difficult topics, as well as key ideas and strategies from the course material, it's important to note that not every study guide question or idea/strategy from the reading may be covered. Furthermore, please be aware that there might not be a formal lecture provided each week; instead, we may engage in a group discussion of the topic or participate in an activity to role-play implementing specific strategies.

Given the graduate-level nature of this course, our objective is to delve into the more advanced nuances and issues related to the topics we are covering. Rather than a repetitive review of the study guides and readings, our emphasis will be on engaging in in-depth discussions and practical application of the subject matter within the classroom. Your active participation in this process will contribute significantly to our collective understanding of the course material.

5. *Participation:*
Everyone is responsible for all readings and contributing to class discussion/activities. You will be graded on the quantity and quality of your participation. More specifically, at the end of each class, you will have a five-minute reflection question. You will be required to incorporate what we discussed/role-played in class that day into the reflection question.

6. *Weekly Quiz:*
At the beginning of each class, there will be a 10-minute, 10-point quiz at the beginning of each class based on the study guide and reading(s). The format will be primarily multiple choice, but the quizzes may also include bonus questions of any type (e.g., multiple choice, fill-in-the-blank, true/false) related to the optional readings/resources.

7. *Tutorial Paper:*
Each student will write one tutorial that will summarize the major research on a particular assessment/intervention and outlines a "practitioner's guide" for implementing the assessment/intervention. Topics will be assigned by the professor based on each student's ratings. Tutorials will be based on the topics covered in class and will include the readings we discussed. Students who will be preparing a tutorial on a particular topic should be especially vigilant about taking notes on all that is discussed in that class, so they can and should incorporate that discussion in their paper.

First submissions of the paper will be due two weeks after that topic has been discussed in class (see class schedule below) unless the topic is covered after the 10th week. All topics covered thereafter will be due by the 12th week. After the initial submissions are evaluated, students will be asked to make any necessary edits and/or additions based on the instructor's feedback. Grading will occur based on the initial draft and the students'

responsiveness to the instructor's remarks. Revisions will be due one week after the paper has been returned to the student.

8. ***Final Mock BCBA Exam:***
The final exam will be designed to closely replicate the format and content of the Board Certified Behavior Analyst (BCBA) certification exam. It is important to note that due to time constraints within our class period, the mock exam will be condensed. While candidates are typically allotted 4 hours (240 minutes) to respond to 185 questions in the official BCBA exam, our mock exam will span 2.5 hours (150 minutes) and feature 100 questions.

The mock exam will consist of 100 multiple-choice questions with a similar distribution of Task List items as the real BCBA exam. See the BCBA Handbook for additional details (pp. 29–30). This mock exam serves as a valuable practice opportunity to assess your comprehension and preparedness for the BCBA certification exam, so I encourage you to take it seriously!

To establish a baseline assessment of students' comprehension, a mock exam will be administered prior to the first day of class. It's important to note that the initial mock exam will only be graded based on completion, whereas the final mock exam will be graded and assigned a numerical score for evaluation purposes. Both the first and final mock exams will follow the same format and content structure, with distinct questions utilized for each examination.

Guidelines for Written Work
All written work (including presentations) should be typed, using APA style (7th ed.) when citing sources within text as well as in preparing the reference list. Refer to the APA publication manual for specific guidelines.

All work should be written in your own words. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks" should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text. If you have any questions about what constitutes cheating or plagiarism, please see me. Students who plagiarize any material will earn a grade of F for the course.

Policy on Late Assignments
I take the timely completion of the course requirements to be a matter of your priorities, both academic and personal. Work should not be late due to poor planning, competing requirements, or other interests. If you foresee having difficulties, we should discuss this beforehand so we can navigate these challenges together. I highly encourage you to submit your assignments well in advance of the due date/time to troubleshoot technical issues. In most cases, any submission attempt after the due date will be given a 0.

Grades and Grading Policy

Please note that a "B" or higher is required to pass this course.

Grade Description		Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0)
F	Failure	69 or below (0.0)
INC	Incomplete	

Attendance
Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform the instructor in writing as soon as possible. It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class.

Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record.

Computer/Cell Phone Use in Class
If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity
All Rutgers students should review and adhere to the University principles of academic integrity, available at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Student Resources
For more information visit https://gsapp.rutgers.edu/current-students/important-links.

Disability Statement
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration).

Title IX
http://compliance.rutgers.edu/resources/resources-for-facultystaff/

Counseling services
Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at http://psychologicalservices.rutgers.edu. They also offer several useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Email: Each student is required to establish a Rutgers e-mail account and monitor it throughout the semester. This will allow you to contact me (and get a response) rapidly (if you use your Rutgers account). In addition, I will deliver some class announcements via e-mail. Each student is responsible for any materials or announcements delivered by e-mail. Class grades and materials can be accessed via Canvas as well. As the primary mode of communication for this class, it is critical that students use email appropriately.

"If you want to gather honey, don't kick over the beehive"- Dale Carnegie

All emails should include:
• The relevant stakeholder(s).
• The course number and brief subject
• An appropriate greeting
• A thorough, but succinct message
• An appropriate sign off for the given situation
(https://www.forbes.com/sites/susanadams/2014/10/08/89-ways-to-sign-off-on-an-email/?sh=c1010a177e87)
• Your name

Tentative Course Schedule

This schedule will likely change throughout the semester. You will be provided advanced notice when schedule changes occur***

Week	Readings to Be Completed Before Class & Activities	Assignments Due	BCBA Task List Items
1 1/22/24	**Course Introduction and Overview** Required Readings • Syllabus	• **Mock Exam 1**	N/A
2 1/19/24	**Introduction and Basic Concepts** Required Readings • C, H, & H, Chapt. 1 & 2 • Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1,* 91-97. • Jimenez-Gomez, C. & Beaulieu, L. (2022). Cultural responsiveness in applied behavior analysis: Research and practice. *Journal of Applied Behavior Analysis, 55,* 650-673. https://doi.org/10.1002/jaba.920	• SG 1 • SG Eval 1	A-1, A-2, A-3, A-4, A-5 (Ch. 1) A-2, B-1, B-2, B-3, B-4, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13 (Ch. 2)
3 2/5/24	**Selecting, Defining, and Measuring Behavior** Required Readings • C, H, & H, Chapt. 3 – 5 • Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: the rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, *23*(1), 79–89. https://doi.org/10.1901/jaba.1990.23-79	• SG 2 • SG Eval 2 • **Tutorial Topic Ratings**	C-1, F-1, F-2, F-3, F-4, H-1, H-2, H-3, H-4 (Ch. 3) C-2, C-3, C-4, C-5, C-6, C-7, C-9 (Ch. 4) C-8, C-9 (Ch. 5)
4 2/12/24	**Evaluating and Analyzing Behavior Change** Required Readings • C, H, & H, Chapt. 6 & 7 • Deochand, N., Costello, M. S., & Fuqua, R. W. (2015). Phase-change lines, scale breaks, and trend lines using Excel 2013. *Journal of Applied Behavior Analysis, 48,* 478-493. • Foxylearning.com Tutorial: Mastering the Basics of Visual Analysis (open access; see Canvas for access information)	• SG 3 • SG Eval 3	C-10, C-11 (Ch. 6) D-1, D-2, D-3, D-4, D-5, D-6 (Ch. 7)
5 2/19/24	**Evaluating and Analyzing Behavior Change** Required Readings • C, H, & H, Chapt. 8 – 10	• SG 4 • SG Eval 4	D-1, D-3, D-5, D-6 (Ch. 8) D-1, D-3, D-4, D-5 (Ch. 9) D-1, D-2, D-3, D-4, D-5, D-6, H-6 (Ch. 10)
6 2/26/24	**Reinforcement** Required Readings	• SG 5 • SG Eval 5	B-4, B-7, B-8, F-5, G-1, G-3 (Ch. 11)

Week/Date	Topic & Readings	Assignments	Task List
	• C, H, & H, Chapt. 11 – 13 • Roscoe, E. M., Iwata, B. A., & Kahng, S. (1999). Relative versus absolute reinforcement effects: Implications for preference assessments. *Journal of Applied Behavior Analysis, 32*, 479-493. https://doi.org/10.1901/jaba.1999.32-479 Additional Resources (Optional) • Kunze, M., Drew, C., Machalicek, W., Safer-Lichtenstein, J., & Crowe, B. (2019). Language preference of a multilingual individual with disabilities using a speech generating device. *Behavior Analysis in Practice*, *12*(4), 777-781. https://doi.org/10.1007/s40617-019-00379-w		B-4, G-1 (Ch. 12) B-5, G-1, G-14, G-22 (Ch. 13)
7 3/4/24	**Punishment** Required Readings • C, H, & H, Chapt. 14 & 15 • Vollmer, T. R. (2002). Punishment happens: Some comments on Lerman and Vorndran's review. *Journal of Applied Behavior Analysis, 35,* 469-473 Additional Resources (Optional) • Apel, A. B., & Diller, J. W. (2017). Prison as punishment: A behavior-analytic evaluation of incarceration. *The Behavior Analyst*, *40*(1), 243-256. https://doi.org/10.1007/s40614-016-0081-6	• SG 6 • SG Eval 6	B-6, B-8, G-16, H-4, H-5 (Ch. 14) B-6, B-8, G-16, H-4, H-5 (Ch. 15)
8 3/11/24	*SPRING BREAK – NO CLASS*		
9 3/18/24	**Antecedent Variables, Stimulus Control, and Generalization** Required Readings • C, H, & H, Chapt. 16 & 17, 30 • Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10,* 329-367. Additional Resources (Optional) • Carbone, V. J., Morgenstern, B., Zecchin-Tirri, G., & Kolberg, L. (2010). The role of the reflexive-conditioned motivating operation (CMO-R) during discrete trial instruction of children with autism. *Focus on Autism and Other Developmental Disabilities*, *25*(2), 110–124. https://doi.org/10.1177/1088357610364393	• SG 7 • SG Eval 7	B-12, G-2 (Ch. 16) B-2, B-10, B-11, G-4, G-10 (Ch. 17) B-11, G-21, G-22, H-9 (Ch. 30)
10 3/25/24	**Verbal Behavior and Stimulus Equivalence/Non-Equivalence** Required Readings • C, H, & H, Chapt. 18 – 20 Additional Resources (Optional) • Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with	• SG 8 • SG Eval 8	B-10, B-12, B-13, B-14, F-4, G-2, G-10, G-11, G-21 (Ch. 18) B-10, B-15, G-10, G-12, G-21 (Ch. 19) B-10, B-15, G-10, G-12,

	autism. *Behavior Modification, 25,* 698-724. https://doi.org/10.1177/0145445501255003 • Shillingsburg, M. A., Bowen, C. N., Valentino, A. L., & Pierce, L. E. (2014). Mands for information using "who?" and "which?" in the presence of establishing and abolishing operations. *Journal of Applied Behavior Analysis*, *47*(1), 136-150. https://doi.org/10.1002/jaba.101 • Matsuda, K., Garcia, Y., Catagnus, R., & Brandt, J. A. (2020). Can behavior analysis help us understand and reduce racism? A review of the current literature. *Behavior Analysis in Practice*, *13*(2), 336-347. https://doi.org/10.1007/s40617-020-00411-4		G-21 (Ch. 20)
11 4/1/24	**Developing New Behavior** Required Readings • C, H, & H, Chapt. 21 – 23 Additional Resources (Optional) • Athens, E. S., Vollmer, T. R., & Pipkin, C. C. S. P. (2007). Shaping academic task engagement with percentile schedules. *Journal of applied behavior analysis*, *40*(3), 475-488. https://doi.org/10.1901/jaba.2007.40-475 • Slocum, S. K., & Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. *Journal of Applied Behavior Analysis*, *44*(4), 793-805. https://doi.org/10.1901/jaba.2011.44-793	• SG 9 • SG Eval 9	G-5 (Ch. 21) G-7 (Ch. 22) G-8 (Ch. 23)
12 4/8/24	**Functional Assessment** Required Readings • C, H, & H, Chapt. 27 • 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,* 197-209. • Hagopian, L. P, Rooker, G. W., Jessel, J., & DeLeon, I. G. (2013). Initial functional analysis outcomes and modifications in pursuit of differentiation: A summary of 176 inpatient cases. *Journal of Applied Behavior Analysis, 46*, 88-100. https://doi.org/10.1002/jaba.25 • Smith, C. M., Smith, R. G., Dracobly, J. D., & Pace, A. P. (2012). Multiple-respondent anecdotal assessment: An analysis of interrater agreement and correspondence with analogue assessment outcomes. *Journal of Applied Behavior Analysis, 45*, 779-795. https://doi.org/10.1901/jaba.2012.45-779	• SG 10 • SG Eval 10 • **All remaining tutorial papers (if not already submitted per the instructions described above)**	F-6, F-7, F-8, F-9
13 4/15/24	**Decreasing Behavior with Nonpunishment Procedures** Required Readings • C, H, & H, Chapt. 24 – 26 • Iwata, B. A., Pace, G. M., Cowdery, G. E., & Miltenberger, R. G. (1994). What makes extinction	• SG 11 • SG Eval 11	B-9, G-15 (Ch. 24) G-14 (Ch. 25) G-2, G-13, G-14 (Ch. 26)

	work: An analysis of procedural form and function. *Journal of Applied Behavior Analysis*, *27*(1), 131-144. https://doi.org/10.1901/jaba.1994.27-131 Additional Resources (Optional) • Banerjee, I., Lambert, J. M., Copeland, B. A., Paranczak, J. L., Bailey, K. M., & Standish, C. M. (2022). Extending functional communication training to multiple language contexts in bilingual learners with challenging behavior. *Journal of Applied Behavior Analysis*, *55*(1), 80-100. https://doi.org/10.1002/jaba.883 • Lipschultz, J., & Wilder, D. A. (2017). Recent research on the high-probability instructional sequence: A brief review. *Journal of Applied Behavior Analysis*, *50*(2), 424-428. https://doi.org/10.1002/jaba.378 • Phillips, C. L., Iannaccone, J. A., Rooker, G. W., & Hagopian, L. P. (2017). Noncontingent reinforcement for the treatment of severe problem behavior: An analysis of 27 consecutive applications. *Journal of Applied Behavior Analysis*, *50*(2), 357-376. https://doi.org/10.1002/jaba.376 • Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., & Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. *Journal of Applied Behavior Analysis*, *53*(3), 1299-1303. https://doi.org/10.1002/jaba.701		
14 4/22/24	**Special Applications** Required Readings • C, H, & H, Chapt. 28 & 29 Additional Resources (Optional) • Breyer, N. L., & Allen, G. J. (1975). Effects of implementing a token economy on teacher attending behavior. *Journal of Applied Behavior Analysis*, *8*(4), 373-380. https://doi.org/10.1901/jaba.1975.8-373 • Collins, T. A., Hawkins, R. O., Flowers, E. M., Kalra, H. D., Richard, J., & Haas, L. E. (2018). Behavior bingo: The effects of a culturally relevant group contingency intervention for students with EBD. *Psychology in the Schools*, *55*(1), 63-75. https://doi.org/10.1002/pits.22091	• SG 12 • SG Eval 12	G-17, G-18, G-19 (Ch. 28) G-20 (Ch. 29) E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8, E-9, E-10, H-3, H-9, I-1, I-2, I-3, I-4, I-5, I-6, I-7, I-8 (Ch. 31)
15 4/29/24	**Ethics and Mock Exam Review** Required Readings/Resources • C, H, & H, Chapt. 31 • Carr, J. & Sellers, T. (Hosts). (2021, January 21). The Ethics Code for Behavior Analysts: Responsibility as a professional [audio podcast episode]. In *Inside the BACB*. BACB. https://podcasters.spotify.com/pod/show/bacb/episodes/The-Ethics-Code-for-Behavior-Analysts-Responsibility-as-a-Professional-ep9hn4	• SG 13 • SG Eval 13	

	• Carr, J. & Sellers, T. (Hosts). (2021, February 16). The Ethics Code for Behavior Analysts: Responsibility in practice [audio podcast episode]. In *Inside the BACB.* BACB. https://podcasters.spotify.com/pod/show/bacb/episodes/The-Ethics-Code-for-Behavior-Analysts-Responsibility-in-Practice-eqge7o • Carr, J. & Sellers, T. (Hosts). (2021, April 27). The Ethics Code for Behavior Analysts: Responsibility to supervisees and trainees [audio podcast episode]. In *Inside the BACB.* BACB. https://podcasters.spotify.com/pod/show/bacb/episodes/The-Ethics-Code-for-Behavior-Analysts-Responsibility-to-Supervisees-and-Trainees-evosjq Additional Resources (Optional) • Behavior Analyst Certification Board. (2020). *Ethics code for behavior analysts*. https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-201228.pdf • Behavior Analyst Certification Board. (n.d.). *Ethics resources*. https://www.bacb.com/ethics-information/ethics-resources/ • Fraidlin, A., McElroy, A., Moses, K. A., Jenssen, K., & Van Stratton, J. E. (2023). Designing a successful supervision journey: Recommendations and resources for new BCBA supervisors. *Behavior Analysis in Practice*, *16*(2), 374-387. https://doi.org/10.1007/s40617-022-00728-2 • Irwin Helvey, C., Thuman, E., & Cariveau, T. (2022). Recommended practices for individual supervision: Considerations for the behavior-analytic trainee. *Behavior Analysis in Practice*, *15*, 1-12. https://doi.org/10.1007/s40617-021-00557-9			
5/2/24–5/8/24	**Final Exams**	**Mock Exam 2**	N/A