College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDSE 619 DL2: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 23323, 3 – Credits

Instructor: Dr. Mark Clingan	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: 304-692-6996	**Meeting Day(s)**: Tuesday; 1/24, 2/14, 4/18, 4/25, & 5/2 ONLY
E-Mail: mclingan@gmu.edu	**Meeting Time(s)**:7:30pm – 8:30pm
Office Hours: By Appointment	**Meeting Location**: Internet
Office Location: N/A	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.
Prerequisite(s): Admission to applied behavior analysis graduate certificate program.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): Admission to applied behavior analysis graduate certificate program
Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Are you admitted to the ABA certificate program? Students planning to complete a program should apply as soon as possible. Students already in a program in CEHD should talk with an advisor about submitting a secondary, certificate program to add ABA. Students in other colleges or non-degree can apply at http://cehd.gmu.edu/admissions/steps.

Course Delivery Method
Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard
7. Creating and uploading multimedia to the internet

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1/23/2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard). ***Computers must have the ability to transmit AND receive audio and video (e.g., webcam).***
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/
  - Video software such as Screencast-O-Matic (available for Mac and PC at https://screencast-o-matic.com/home)

Expectations

• Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday. Some assignments may be due on days other than our scheduled synchronous meeting date.

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

• Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

• Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

• Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

• Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

• Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

• Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to

schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.
5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. Describe and identify factors affecting behavioral variables.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd Ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Skinner, B.F. (1974). About behaviorism. New York, NY: Knopf.

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List as well as Disciplinary Standards. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures

Additional Readings

Additional readings may be posted to Blackboard as the semester progresses. Students are responsible for all additional readings posted to Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 619, the required PBA is Final Exam Feedback. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Final Exam. The Final Examination is the Common Assignment for this course. You will take a 50 multiple choice item final exam online. Once you open this exam, you must complete it – you may not close it and reopen it. You will have only one opportunity to

complete this exam. You will earn 2 points toward your final grade for each correct response. You will also take this examination in the first week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives of were met. It also removes any mystery, for the students, as to what constitutes the final exam. After c ompleting the Final Exam, you'll receive a feedback form by e-mail which you will be required to then submit electronically to TK20. Once the feedback form's been submitted, it will be rated according to the following rubric with regard to the extent to which you've mastered the material as it pertains to the following sections from the BACB Task List. This rating will not be applied to your final grade, but failure to upload the feedback form will result in an incomplete for the course. **(100 Points)**

College Wide Common Assessment (Tk20 submission required)

No college-wide common assessments are required for this course

Performance-based Common Assignments (No Tk20 submission required.)

Research Profile. This assignment will: 1) provide you experience using PsychInfo to conduct literature searches; 2) acquaint students with GMU library resources; 3) provide individual students with exposure to the behavior analytic literature; and 4) provide exposure to behavior analysis as a transcendent discipline and practice to the class. You will be provided with a list of seminal behavior analytic researchers and practitioners. Once you have chosen an author, you will search for literature by that author and create a report that describes the individual's contribution to behavior analysis. A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. **(25 Points)**

Research Profile Presentation. This assignment allows students to present what they learned about their seminal author. Using a video program such as Screencast-O-Matic, students will upload a 5-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. This presentation will be uploaded to YouTube and a link to the presentation will be available for students to see. **(10 Points)**

Peer Review of Research Profile. Each student will be assigned another student, and will review that students' presentation using a rubric. They will also be responsible for providing constructive comments for the student to improve their presentation. This will not be a blind peer review. Students will be graded on the quality of their peer review. **(10 Points)**

Weekly Discussion Boards. Students will be divided into groups. Each week, a writing prompt will be developed for your group based upon readings, coursework, and field placement. Discussion Board prompts be open-ended enough that there will be room for discussion. You are responsible for posting a response that answers the writing prompt as it relates to your experience in clinical and educational settings, the readings, class discussion, and your own personal experience. You must also leave a comment on the post of *at least* one of your group members. Any questions posted on your thread should be answered. Comments should build upon the blogger's ideas, and connect to other ideas we have explored in class. A schedule of

writing prompts and due dates will be posted in Blackboard (NOTE THAT DUE DATES DO NOT NECESSARILY CORRESPOND TO CLASS MEETINGS TO INSURE THAT THERE IS ENOUGH TIME TO FOSTER CONVERSATION). *No student or school personnel should be referred to by name.* When posting or commenting, it is important to stay on-topic, and to treat other individuals in the class with respect. Flames or other derogatory conversation will not be tolerated, and may result in a 0 for the poster. **(15 Points per week).**

Other Assignments

Introductory Video. The First Discussion Board of the semester will be a video board. Using Screencast-O-Matic or other video software, students will be required to post a 1-2 minute introductory video introducing themselves, their goals for the course, and one fun fact about them. Students in the group are responsible for replying to at least one member of their group using text. **(3 points for video post; 2 points for reply).**

Weekly Study Guides. This assignment will allow you to have hands-on access to the reading materials as well as insure progress with the course. Each week, you will be given an activity that will extend your knowledge of the readings as well as video lecture. This will consist of a study sheet with closed ended questions, open ended questions, and key vocabulary. Information on the study sheet will come from your readings as well as video lecture. Synchronous sessions will consist of activities worth 5 points per session. Your study guides and activities will be the basis for your unit quizzes and final exam. You are required to turn in an activity feedback form that delineates questions you may have, at least two things you learned in your own words, and suggestions for the improvement of the activity **(2 points per assignment + 5 points per synchronous session activity).**

Unit Quizzes. This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Students will have 40 minutes to complete the Unit Quiz.Questions will be randomized from a pool of questions. Students are encouraged to complete all activities and readings and actively participate in study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available on the Google Calendar. **(6 quizzes at 20 points apiece)**

Fluency Quizzes. In order to test fluency on vocabulary, students will be given a quiz each week on key vocabulary. 20 questions in a multiple choice format will be selected from a random pool. Students will have 5 minutes to answer the questions. Students will have unlimited chances to increase their grade in fluency drills. **(20 points per drill)**

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all synchronous class meetings, logging into Blackboard Collaborate at the beginning of class and staying for the entire duration of the class. It is the student's responsibility to make up all missed work if they are absent for any reason. Students are expected to be able to communicate via video and audio.

Asynchronous sessions are paced so that a large amount of material can be covered during the semester. Therefore, it is expected that students complete each week's assignments promptly. Failure to do so may result in a reduced grade (see *Late Work).*

Late Work

Reading guides will be released on Tuesday of each week and are due to the instructor by Monday evening. Any products required during synchronous sessions are to be submitted by the end of the class session. Other work is considered on-time if it is submitted by 11:59pm on the date that it is due. Work submitted after the assigned due date will be assessed a 10% possible point penalty. No work will be accepted after the final examination has been submitted.

Students are responsible for following these guidelines for grading:

- All assignments must be submitted through Blackboard, including final drafts of assignments.
- Emailed and hard copies of assignments **will not be graded** unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment, including grading rubrics and a task analysis, is posted on Blackboard. Failure to review all documents available often results in low performance.

Grading Scale

Point values are assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. That is, percentages will be determined by dividing the TOTAL number of points earned by the total possible points.

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."** Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Grading Criterion:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	97-100%	A	96-93%	A-	92-90%
B+	87-89%	B	83-86%	B-	80-82%
C	77-72%	F	71% and below		

Assignment	Points
Introductory Video	5
Weekly Study Guides (2 points apiece + 5 points per synchronous session activity)	51
Discussion Boards (15 points apiece)	180
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (4 at 20 points apiece)	80
Final Exam	20
Fluency Quizzes (11 at 20 points apiece)	220
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
Total Points	**621**

*A pre-test to see your pre-existing knowledge of behavior analysis will be administered in the first week of class. Any points you receive on the pre-test will be applied as extra credit to your final grade.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

For the most current due dates and readings, please subscribe to the Google calendar. The Blackboard calendar often transmits inaccurate information and may cause confusion to students throughout the semester. Please see the GMU Academic calendar for University Holidays.

Items due are listed by week, but be advised that actual dates for items may be due at different times during the week, and delineated on the Google Calendar. There is a lot to cover in this course and it is easy to fall behind. Synchronous sessions are marked with a (S).

Week	Date	Topic	Readings	Due
1	1/24	Intro to Class and Certification (S)		Pre-test Introductory Video (F)
2	1/31	Academic Honesty and APA Style		AFF 1

3	2/7	The Behavioral Model	Cooper, 1 & 2 Skinner, 1 & 2	AFF 2 D Board 1 Academic Honesty and Syllabus Quiz (F)
4	2/14	Reinforcement (S)	Cooper, 11 & 12 Skinner, 4 &5	Fluency 1 AFF 3 DBoard 2 Research Profile Researcher Choice Due
5	2/21	Reinforcement Schedules	Cooper, 13 & 22 Skinner, 7	Fluency 2 AFF 4 DBoard 3 Unit Quiz 1 (F)
6	2/28	Differential Reinforcement and Punishment	Cooper 14 & 15 Skinner 8	Fluency 3 D Board 4 AFF 5
7	3/7	Extinction	Cooper 21 Skinner 8	Fluency 4 D Board 5 AFF 6
8	3/21	Stimulus Control	Cooper 17 Skinner, 8	Fluency 5 D Board 6 AFF 7
9	3/28	Motivating Operations and Rule Governed Behavior	Cooper 16 Skinner 10	Fluency 6 D Board 7 Unit Quiz 2 (F) AFF 8
10	4/4	Equivalence	Skinner 11	Fluency 7 DBoard 8 AFF 9
11	4/11	Modeling, Task Analysis, Shaping and Chaining	Skinner 13 Cooper, 18-20	AFF 10 Fluency 8 D Board 9 Unit Quiz 3 Research Profile Draft (F)
12	4/18	Behavioral Contracts, Tokens, Groups, Momentum, and NET (S)	Skinner 14 Cooper 23 & 26	AFF 11 Fluency 9 D Board 10 Peer Review (F)
13	4/25	Generalization, Induction, Maintenance (S)	Cooper 18	AFF 12 Fluency 10 D Board 11
14	5/2	(S) – in-class work on research profile		AFF 13 Fluency 11 D Board 12 Unit Quiz 4

				Research Profile DUE ON BLACKBOARD (F)
15	5/11			Final Exam Due

*(F) – indicates the assignment is due by 11:59 on the Friday of the week it is due

Discussion Board posts are due Monday by 11:59; Responses to peers are due Friday at 11:59.

AFF = Activity Feedback Forms

Assessment Rubric(s)

PLEASE NOTE THAT THIS RUBRIC WILL BE USED FOR TK20 ASSESSMENT OF PROGRAM AND WILL NOT BE USED TO CALCULATE YOUR FINAL GRADE.

EDSE 619 Final Exam (Rev. 5.13)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Specific Behavior Change Procedures	Candidate demonstrates further learning needed by answering fewer than 80% of items correctly pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent,	Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. ♣ Use discrimination training procedures. ♣ Use instructions and rules. ♣ Use contingency contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures. .	
Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism.	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony.	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. ♣ Parsimony.	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	♣ Empiricism. ♣ Parsimony. ♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant	♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement	♣ Pragmatism. ♣ Environmental (as opposed to mentalistic) explanations of behavior. ♣ Distinguish between radical and methodological behaviorism. ♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. ♣ Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies	o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations	o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish between the motivating operation and reinforcement effects o Behavioral contingencies o Contiguity o Functional relations	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	o Contiguity o Functional relations o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	o Conditional discriminations o Stimulus discrimination o Response generalization o Stimulus generalization o Behavioral momentum o Matching law o Contingency-shaped behavior o Rule governed behavior	

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