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

Summer 2017
EDSE 619 001: Applied Behavior Analysis: Principles, Procedures, and Philosophy
CRN: 42203, 3 – Credits

| | |
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| **Instructor**: Dr. Mark Clingan | **Meeting Dates**: 5/22/2017 – 8/12/2017 |
| **Phone**: Appointment by Email | **Meeting Day(s)**: Wednesdays, 5/24, 6/7, 7/12, 7/26, & 8/2 Only |
| **E-Mail**: mclingan@gmu.edu | **Meeting Time(s)**: 7:30 pm – 8:30 pm |
| **Office Hours**: (By appointment) | **Meeting Location**: Online |
| **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.

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

## 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.

## 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 5/22/2017.

**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, Mozilla Firefox, or Chrome is required (note: Opera and Safari are not compatible with Blackboard).
- 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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  o Apple Quick Time Player: www.apple.com/quicktime/download/

*Expectations*

Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Friday.
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 question, 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. There will be a 50-minute time limit for the final exam. You will earn 2 points toward your final grade for each correct response. In the first week of the course, you will also take a pretest that covers the same objectives as the final. Testing the objectives in this way permits the instructor to evaluate 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 completing 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 rubric (located at the end of this document) 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 to 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 a forum on the Blackboard Discussion board. **(10 Points)**
   - A free version of Screencast-O-Matic can be found at: https://screencast-o-matic.com/

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

**Weekly Discussion Boards**.  Each week, a writing prompt will be developed based upon readings, coursework, and field placement.  Discussion Board prompts will 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 classmates. 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, IN ORDER TO ENSURE 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 to 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 will be the basis for your unit quizzes, final exam, and participation in the synchronous sessions.)**

**Synchronous Sessions**. You will develop a discussion question using your answers from each study guide to be used in the synchronous session. (**5 points for each synchronous session activity**)

**Activity Feedback Form**. 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**)

**Unit Quizzes.** This course is broken into five units (including the Syllabus/Academic Honesty quiz). 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 course calendar. **(5 quizzes at 20 points apiece)**

**Fluency Quizzes.** 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 Fluency Quiz)**

## 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
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 | 79-72% | F | 71% and below | | |

| Assignment | Points |
|---|---|
| Introductory Video | 5 |
| Activity Feedback Form (13 at 2 points each) | 26 |
| Synchronous Session (discussion questions and participation—5 points each) | 25 |
| Discussion Boards (9 boards at 15 points each) | 135 |
| Syllabus and Academic Honesty Assignment Quiz | 20 |
| Unit Quizzes (4 at 20 points each) | 80 |
| Final Exam | 100 |
| Fluency Quizzes (11 at 20 points each) | 220 |
| Research Profile Paper | 25 |
| Research Profile Video Presentation | 10 |
| Research Profile Peer Review | 10 |
| **Total Points** | **656** |

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.

**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 refer to the course calendar. 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 course calendar. There is a lot to cover in this course and it is easy to fall behind. Remember to log into the synchronous sessions at 7:30 PM, as indicated in the following table.

| Week | Date | Topic | Readings | Due |
|---|---|---|---|---|
| 1 | 5/24 | Intro to Class **(Synchronous Session)** | | Pre-test (Friday) |
| 2 | 5/31 | Academic Honesty and APA Style | | Activity Feedback Form 1 & Introductory Video (Friday) |
| 3 | 6/7 | The Behavioral Model & Reinforcement **(Synchronous Session)** | Cooper 1, 2, 11 & 12 Skinner, 1 & 2 | Activity Feedback Form 2 & 3 D Board 1 - Post Tuesday (T), comment Friday (F) Fluency 1 Academic Honesty & Syllabus Quiz (Friday) |
| 4 | 6/14 | Reinforcement Schedules | Cooper 13 & 22 Skinner 4, 5 & 7 | D Board 2 – Post (T), comment (F) Activity Feedback Form 4 Researcher Profile Choice Fluency 2 Unit Quiz 1 due (Friday) |
| 5 | 6/21 | Differential Reinforcement, Punishment & Extinction | Cooper 14, 15 & 21 Skinner 8 | Fluency 3 & 4 D Board 3 – Post (T) comment (F) Activity Feedback Form 5 & 6 |
| 6 | 6/28 | Stimulus Control | Cooper 17 | Fluency 5 D Board 4 – Post (T), comment (F) Activity Feedback Form 7 |
| 7 | 7/5 | Motivating Operations & Rule Governed Behavior | Cooper 16 Skinner 10 | Fluency 6 D Board 5 - Post (T), comment (F) Activity Feedback Form 8 Unit quiz 2 |
| 8 | 7/12 | Equivalence, Modeling, Task Analysis, Shaping & Chaining **(Synchronous Session)** | Cooper 18 & 20 Skinner 11 & 13 | Activity Feedback Form 9 & 10 D Board 6 - Post (T), comment (F) Fluency 7 & 8 Unit quiz 3 |
| 9 | 7/19 | Behavioral Contracts, Tokens, Groups, Momentum, and NET | Cooper 23 & 26 Skinner 14 | Activity Feedback form 11 Fluency 9 D Board 7 - Post (T), comment (F) Research Profile Draft (Friday) |
| 10 | 7/26 | Generalization, Induction & Maintenance **(Synchronous Session)** | Cooper 18 | Activity Feedback form 12 Fluency 10 D Board 8 - Post (T), comment (F) Peer Review (Friday) |
| 11 | 8/2 | **(Synchronous Session)** – Review course material | | Activity Feedback form 13 D Board 9 - Post (T), comment (F) Fluency 11 Unit quiz 4 Research Profile & Video (Friday) |
| 12 | 8/10 | | | Final Exam Due |

**Friday 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; Comments to peers are due Friday at 11:59.**

## 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs

and resources.  Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/).  Students in need of these services may contact the office by phone at 703-993-3686.  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://ssac.gmu.edu/make-a-referral/.

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

## 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.

created with ⑤ taskstream
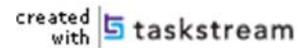
## EDSE 619 Final Exam (Rev. 5.13)

| | 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, | 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, | 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, | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|---|---|---|---|---|
| | interdependent, 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. . | 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. . | 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. . | |
| Foundational Knowledge | Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. | Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. | Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: ♣ Lawfulness of behavior. ♣ Selectionism. ♣ Determinism. ♣ Empiricism. | |

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

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

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