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

Spring 2019
EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions
CRN: 11627, – 3 Credits

Instructor: Dr. Brandis Ruise	**Meeting Dates**: 1/22/2019 - 5/15/2019
Phone: 352-359-4092	**Meeting Day(s)**: Tuesday
E-Mail: Bruise2@gmu.edu	**Meeting Time(s)**: 7:20 pm – 10 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax; KH 17
Office Location: TBD	**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): EDSE 619 B-
Co-requisite(s): None

Course Description
Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Offered by Graduate School of Education. May not be repeated for credit.

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
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method
This course will be delivered face to face, with assignment submissions and asynchronous activities 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.

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

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Describe and identify ethical standards regarding behavior analytic assessment, instruction, and intervention.
2. Describe the rationale for conducting a functional analysis and a functional assessment.
3. Describe, identify, and demonstrate procedures for conducting a functional assessment.
4. Describe and identify procedures for conducting a functional analysis.
5. Interpret functional assessment and functional analysis data.
6. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
7. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
8. Describe and develop procedures for competency based training of others who will implement behavior analytic instructional and intervention procedures.
9. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.
10. Describe conditions relevant to development and success of behavior analytic instruction, training sessions, workshops, seminars, and staff management.

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., Heron, T., & Heward, W. (2007). Applied Behavior Analysis (2nd ed.). Upper Saddle

River, New Jersey: Pearson Education, Inc.

Sidman, M. (2001). *Coercion and its fallout.* Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

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.

Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Several assignments will require that you scan your work and upload it to Taskstream. Given this, you will need to have access to a scanner that will permit you to scan a multiple page document into a single document and save it as a pdf file. Many of our home printers do this. Scanners are also available at Fedex Office, Staples, and other, similar stores for your use. Some employers will also permit use of their scanners for this purpose. Scanned multiple page documents must be in pdf format, and must include all pages for the document in a single pdf file. Uploads of multiple, single page pdfs, and uploads of jpg files will not be accepted.

Additional Readings
Additional resources will be posted to Blackboard as the semester progresses (as needed).

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 623, the required PBA is Functional Relevant Treatment and Instruction Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
   Performance-based Assessment (Tk20 submission required)

   <u>Group Projects: Written FA Interpretation and Intervention Procedures.</u>

   You will be provided with a completed functional assessment consisting of a

   complete Functional Behavior Assessment: You will do the following:

   1. Complete the Competing Behavior Model as described by O'Neill et al. (1997),

   2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach;

   3. determine the normative rate for the competing behavior you've selected;

   4. determine the normative rate for the problem behavior;

   5. write a behavioral objective for the terminal state of the competing behavior;

   6. write a behavioral objective for the terminal state of the problem behavior;

   7. name the contingencies currently maintaining the problem behavior;

   8. compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior

   9. compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the competing behavior will be evoked;

   10. compose step by step instructions telling the reader how to teach or accelerate the competing behavior;

   11. compose step-by-step reactive procedures to enact should the problem behavior happen;

   12. compose step-by-step practical procedures to implement should the problem

   behavior occur under unfavorable conditions.

   > Separate packets of assessments will be provided to each group. All students are required to submit their project via TK20. A self-evaluation using the rubric must be presented when the assignment is uploaded. Failure to do so will result in a grade of 0 for the assignment. **(70 points)**

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
Pre-Test

This course relies on knowledge and skills you acquired in EDSE 619. The purpose of the pre-test is to see how much of that information has maintained over time, and to see where you might need to review. Completion of the pre-test, regardless of result, will result in **five points** towards the final grade.

Unit Quizzes

This course is broken into three units. For each unit, students will be responsible for a 20-item Multiple Choice quiz. Quizzes will be delivered online through Blackboard. Questions will be randomized from a pool of questions. Students are encouraged to complete guided lecture notes, all activities and readings, and actively participate in study groups, as these are the basis for the weekly quizzes. Due dates for quizzes are available in the Course Syllabus. **(3 quizzes at 20 points apiece – 60 points total)**

Other Assignments
Article Selection & Article Discussion Facilitation:
Each week (beginning in week 3), students are required to identify 1 peer-reviewed article that describes an intervention for problem behavior maintained by the assigned function. The article needs to be uploaded to Blackboard along with a 1.5-2 page summary. You are expected to write the article summary using your own words to describe its purpose, rationale, method, results, and discussion. Each student will present a brief summary of his/her article and lead a class-wide discussion of the selected article. The class discussions should last approximately ten minutes. Each student is required to complete two article discussions. **(15 points for each discussion facilitation for 30 points in total)**

Reading Presentations. The purpose of the reading presentations is to allow you to think and talk about the underpinnings of behavior analysis. Students will be broken into groups. During the semester, you will be assigned one chapter from Sidman to present. You will then create a 15 to 20-minute presentation summarizing the chapter in your own words, sharing questions you had about the chapter, and embedding questions that promote active engagement from your classmates. **(20 points possible for the presentation**).

Article and Reading Discussion (In-Class Responses):

All students will be required to download and read the articles that have been uploaded by their student colleagues for the "Article Discussion" assignment. Students are also required to actively participate in the Sidman reading discussions. Students are expected to contribute in a substantive way in the class discussion led by their peers. (**5 Points for 14 weeks or 70 Points**)

Course Policies and Expectations
Attendance/Participation
Students are expected to attend all class meetings, as graded assignments will be completed within the class meeting time frame. It is the student's responsibility to make up all missed work if they are absent for any reason. Those who do miss class with prior notification to the instructor have the option to complete an assignment to make up for missed attendance and reading check points within a week of the missed class, unless otherwise arranged with the course instructor.

Late Work
Work is considered on-time if it is submitted by 11:59pm EST on the date that it is due, unless the syllabus specifies a class meeting due date, then the assignment is due at the start of class (7:20pm EST). No assignments will be accepted late and receive full credit unless negotiated with the instructor at least 24 hours before the assignment is due. The assignment grade may be reduced up to 10%. The decision rests with the professor.

Other Requirements
Cell phones must be turned off or on vibrate during the course of the class period. If you have an emergency where you need access to your phone, please communicate this to the instructor prior to the commencement of class. Computers are allowed for note taking and course-related work ONLY.

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.

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 Possible
Pre-Test	5
Article Selection and Discussion (2 x 15)	30
Reading Presentation	20
In-Class Discussion Participation (14 x 5)	70
Unit Quizzes (3 x 20)	60
Functional Behavior Assessment Project	70
Total Points	255

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

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

Week	Date	Topic	Readings	Due
1	1/22	Introduction to Class; Review Syllabus, Assignments, Assignment Checklists. Review Presentation on Academic Honesty 57	-Syllabus -Read before 1/29: -Sidman (Introduction) -Cooper, Ch 2	-Pretest (complete before 1/29) -Article Discussion Assignment Sign Ups (complete on Blackboard before 1/25) -Sidman Reading Presentation Sign Ups (complete on

				Blackboard before 1/25)
				-FBA project presentation Sign Ups (complete on Blackboard by 2/5)
2	1/29	Overview of Assessment, Operational Definitions	Will discuss Cooper, Ch 2 Sidman Introduction -Read before 2/5: -Cooper Ch29, Sidman Ch. 1 and 16	-Discussion Article posted by 2/1 -Discussion Article Summary posted by 2/5 -Sidman Reading Presentation posted by 2/5
3	2/5	Ethics and Informed Consent	Will discuss Cooper Ch. 29 Sidman, Ch. 1, Sidman Ch. 16 -Read before 2/12: -Cooper Ch.3 -Sidman Ch. 3	-Discussion Article posted by 2/8 -Discussion Article Summary posted by 2/12 -Sidman Reading Presentation posted by 2/12
4	2/12	Problem Identification	Will discuss Cooper Ch. 3 -Read before 2/19: -Sidman Ch. 3	-Quiz 1 (Covers Weeks 1-3) due by 2/19 -Discussion Article posted by 2/15 -Discussion Article Summary posted by 2/19 -Sidman Reading Presentation posted by 2/19
5	2/19	Indirect Assessment	Will discuss Sidman, Ch. 3 -Read before 2/26:	-Discussion Article posted by 2/22 -Discussion Article Summary posted by 2/26

			-Cooper Ch. 4, Sidman Ch. 4	-Sidman Reading Presentation posted by 2/26
6	2/26	ABC and Scatterplot Assessment	Will discuss Cooper, Ch. 4 Sidman, Ch. 4 -Read before 3/5: -Cooper Ch. 5, Sidman Ch. 6	--Discussion Article posted by 2/29 -Discussion Article Summary posted by 3/5 -Sidman Reading Presentation posted by 3/5
7	3/5	Direct Observation	Will discuss Cooper, Ch. 5 Sidman, Ch. 6 -Read before 3/19: -Cooper Ch.11, Sidman Ch. 7 and 17	-Indirect Summary Draft (FBA) Due on Blackboard by 3/5 -Discussion Article posted by 3/8 -Discussion Article Summary posted by 3/19 -Sidman Reading Presentation posted by 3/19
8	3/12	SPRING BREAK		
9	3/19	Preference Assessment	Will discuss Cooper, Ch. 11 Sidman, Ch. 7 Sidman, Ch. 17 -Read before 3/26: -Cooper Ch. 24, Sidman Ch. 8	-Data Collection Summary Draft (FBA) Due on Blackboard by 3/19 -Discussion Article posted by 3/22 -Discussion Article Summary posted by 3/26 -Sidman Reading Presentation posted by 3/26
10	3/26	Functional Analysis	Will discuss Cooper, Ch. 24	-Discussion Article posted by 3/29

			Sidman, Ch. 8 -Read before 4/2: -Cooper Ch. 21-22, Sidman Ch. 9 and 18	-Discussion Article Summary posted by 4/2 -Sidman Reading Presentation posted by 4/2
11	4/2	Writing a Statement of Function/Evidence-Based Practice	Will discuss Cooper Ch 21-22 Sidman, Ch. 9 Sidman, Ch. 18 -Read before 4/9: -Cooper Ch. 23 -Sidman Ch. 10	-Quiz 2 (Covers Weeks 4-9) due by 4/9 -Discussion Article posted by 4/5 -Discussion Article Summary posted by 4/9 -Sidman Reading Presentation posted by 4/9
12	4/9	Writing a Satement of Function/Evidence-Based Practice and Replacement Responses	Will discuss Cooper Ch. 23 Sidman Ch. 10 -Read before 4/16: -Sidman Ch. 11	-Competing Behavior Pathway Draft (FBA) and Lit Review Due on Blackboard by 4/9 -Discussion Article posted by 4/12 -Discussion Article Summary posted by 4/16 -Sidman Reading Presentation posted by 4/16
13	4/16	Writing a Behavior Support Plan	Will discuss Sidman, Ch. 11 -Read before 4/23: -Cooper Ch. 26	-Discussion Article posted by 4/19 -Discussion Article Summary posted by 4/23 -Sidman Reading Presentation posted by 4/23

14	4/23	Group Contingencies and Contingency Contracting	Will discuss Cooper Ch. 26 -Read before 4/30: -Cooper Ch. 28, Sidman Ch. 12 and 13	-Discussion Article posted by 4/26 -Discussion Article Summary posted by 4/30 -Sidman Reading Presentation posted by 4/30
15	4/30	Training and Supervision of Interventionists	Will discuss Cooper Ch. 28, Sidman, Ch. 12 & 13	-Behavior Support Plan Draft (FBA) Due on Blackboard by 4/30
16	5/7	-In-Class work on FBA project revisions -FBA presentations for feedback (each group will present on this day)		-Quiz 3 (Covers Weeks 10-13) due by 5/14 -Treatment Fidelity and Procedural Integrity Draft (FBA) Due on Blackboard by 5/7
17	5/14	No Class Meeting		ALL FBA REVISIONS DUE ON TK20 by 5/17

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix
Assessment Rubric(s)

THIS RUBRIC REFLECTS ACCREDITATION ASSESSMENTS AND WILL NOT BE USED TO CALCULATE YOUR FINAL GRADE.

ASSESSMENT # 4: EDSE 623 – Function Relevant Treatment Project

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Behavior Change Considerations	Candidate demonstrates further learning needed by writing step-by-step instructions for	Candidate demonstrates competence by writing step-by-step instructions for practical procedures	Candidate demonstrates mastery by writing step-by-step instructions for practical procedures

	practical procedures to implement under unfavorable conditions, meeting only one of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	to implement under unfavorable conditions, meeting at least two of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	to implement under unfavorable conditions: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.
Fundamental Elements of Change	Candidate demonstrates further learning needed by writing step-by-step instructions for making environmental modifications, meeting only one of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates competence by writing step-by-step instructions for making environmental modifications, meeting at least two of these criteria: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates mastery by writing step-by-step instructions for making environmental modifications: 1) using everyday language (e.g., no jargon); and 2) with no errors in spelling, punctuation, or grammar; and 3) and which are functionally relevant to the behaviors specified in the functional assessment provided.

Specific Behavior Change Procedures	Candidate demonstrates further learning needed by writing step-by-step instructions: 1) to teach the replacement behavior: or 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and / or 4) with no errors in spelling, punctuation, or grammar; and 5) and / or which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates competence by writing step-by-step instructions: 1) to teach the replacement behavior: or 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and 4) with no errors in spelling, punctuation, or grammar; and 5) and which are functionally relevant to the behaviors specified in the functional assessment provided.	Candidate demonstrates mastery by writing step-by-step instructions: 1) to teach the replacement behavior: and 2) enact when the problem behavior happens; 3) using everyday language (e.g., no jargon); and 4) with no errors in spelling, punctuation, or grammar; and 5) and which are functionally relevant to the behaviors specified in the functional assessment provided.
Identification of the Problem	Candidate demonstrates further learning needed by: 1) correctly completing a competing behavior model based on the functional assessment provided; or 2) correctly naming at least one of the contingencies currently maintaining the problem behavior.	Candidate demonstrates competence by: 1) correctly completing a competing behavior model based on the functional assessment provided; and 2) correctly naming at least one of the contingencies currently maintaining the problem behavior.	Candidate demonstrates mastery by: 1) correctly completing a competing behavior model based on the functional assessment provided; and 2) correctly naming at least two of the contingencies currently maintaining the problem behavior.
Assessment	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates

	further learning needed by: 1) inaccurately writing step by step instructions for conducting a normative rate study; and / or 2) conducting the normative rate study; and / or 3) accurately writing where and when the study was conducted; and / or 4) inaccurately reporting the data; for the identified alternative behavior or for the identified competing behavior.	competence by: 1) correctly writing step by step instructions for conducting a normative rate study; and 2) conducting the normative rate study; and 3) accurately writing where and when the study was conducted; and 4) accurately reporting the data; for the identified alternative behavior or for the identified competing behavior.	mastery by: 1) correctly writing step by step instructions for conducting a normative rate study; and 2) conducting the normative rate study; and 3) accurately writing where and when the study was conducted; and 4) accurately reporting the data; for the identified alternative behavior and for the identified competing behavior.
Implementation	Candidate demonstrates additional learning needed by correctly completing two or fewer of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for	Candidate demonstrates competence by correctly completing three of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for the behavior to be decelerated.	Candidate demonstrates mastery by correctly completing each of these: 1) composing an operational definition for the behavior to be accelerated; 2) composing an operational definition for the behavior to be decelerated; 3) writing an objective for the terminal state of the behavior to be accelerated; and 4) writing an objective for the terminal state for the behavior to be decelerated.

	the behavior to be decelerated.		
Implementation, Management, and Supervision	Candidate demonstrates further learning needed by correctly competing three or fewer of these five tasks: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; 2) composing step by step instructions for implementing this checklist; 3) specifying a schedule for integrity checking; 4) specifying criteria for acceptable and unacceptable performance; 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.	Candidate demonstrates competence by correctly competing four out of these five tasks: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; 2) composing step by step instructions for implementing this checklist; 3) specifying a schedule for integrity checking; 4) specifying criteria for acceptable and unacceptable performance; 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.	Candidate demonstrates mastery by: 1) developing a procedural integrity checklist that addresses all environmental modification, behavioral acceleration, behavioral deceleration, and practical aspects of the program; and 2) composing step by step instructions for implementing this checklist; and 3) specifying a schedule for integrity checking; and 4) specifying criteria for acceptable and unacceptable performance; and 5) specifying steps to be taken in the event of both acceptable and unacceptable performance.

Additional student information : https://cehd.gmu.edu/**students**.