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

Spring 2021
EDSE 623 001: Applied Behavior Analysis: Assessments and Interventions
CRN: 11160, 3 – Credits

Instructor: Dr. Gerianne Gilligan	**Meeting Dates: 1/25/21 – 5/10/21**
Phone: (703) 229-2043	**Meeting Day: Thursday**
E-Mail: ggilliga@gmu.edu	**Meeting Time: 7:20 pm – 10:00 pm**
Office Hours: Mondays 3:00-5:00pm	**Meeting Location: Fairfax; KH 14**
Office Location: Blackboard Collab. Ultra	**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 with a grade of B- or better.

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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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: http://masonlive2.gmu.edu/.

Course Delivery Method
This course is designed to be a face-to-face (in-person) course. Should the University change the format due to safety precautions related to COVID19, this course would transition to a synchronous online course.
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

This course will be delivered face-to-face, on campus in a synchronous format. Some learning activities may take place online via the 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 or before January 28, 2021.

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. **If you are participating in an online synchronous session, you are expected to have your camera on throughout your participation**.

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: [Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 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/) (https://get.adobe.com/reader/)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations
- 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.
- 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 ensure 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 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.

Professional Standards

This course is part of the George Mason University, School of Education, 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 Texts

Cooper, J., Heron, T., & Heward, W. (2020). Applied Behavior Analysis (3rd 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 Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

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):

Written FA Interpretation and Intervention Procedures.

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.

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.

Prior to submission of the final project, students will submit a draft to be discussed with instructor during final class period (up to 25 points for draft). Final submission will be worth up to 100 points.

VIA Performance-Based Assessment Submission Requirement
No required upload.

Assignments and/or Examinations

Jargon-free Vocabulary. You will be provided with a definition or a concept. You will identify the key aspects of each definition or concept (those that make this definition or concept what it is). Next, you will describe that definition/concept completely free of jargon, using everyday language. Your description will cover all key aspects of the definition/concept, won't add to it, and will accurately convey what the definition/concept is in everyday language.

Write this as though you are writing for the general population (not another behavior analyst). 5 @ up to 5 points per definition/concept

Function-based Treatment Article. You will select a treatment-focused article from a behavior analytic journal. The treatment must be related to the identified function of the problem behavior assigned (e.g., escape, attention). You will write a summary of the article and present the article to the class. 2 @ up to 25 points per article

Sidman Discussions. Please read the assigned chapters from the Sidman text before attending class. In class, you will be placed in a small (2-3 person) group. You will answer the study guide questions provided and submit via Blackboard. Please be considerate of your group partners and be prepared to discuss what you have read. 10 @ up to 10 points per session.

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 specific due date/time, 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. **If you are participating in an online synchronous session, you are expected to have your camera on throughout your participation.**

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
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	73-79%
F	72% and below

Assignment	Points Possible
Jargon-free Vocabulary (5 @ 5 points)	25
Article Review – function-based tx (2 @ 25 points)	50
Sidman Study Guides (10 @ 10 points)	100
Final Draft	25
Final Project (including TK20 submission)	100
TOTAL POSSIBLE POINTS	*300*

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

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

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

Date/Session	Topics	To-do (before or during class)
1/28/2021 1	Intro to ABA Assessment & Intervention Review Syllabus Task List(s)	
2/4/2021 2	Overview of Assessment Purpose Operational definitions Functions of Behavior	Skim CHH Chapter 27 Read Sidman – Introduction
2/11/2021	Identifying the Problem	Read CHH Chapter 3

3	Indirect Assessment Procedures	Read Sidman Chapters 1 & 2 **Jargon-free terminology #1 – due by 5pm on 2/11**
2/18/2021 4	Measurement of Behavior Data Collection Procedures	Read CHH Chapter 4 Read Sidman Chapter 3 **Jargon-free terminology #2 – due by 5pm on 2/18**
2/25/2021 5	Functional Assessment Writing a statement of Function	Read CHH Chapter 27 Read Sidman Chapters 4 & 5 **Jargon-free terminology #3 – due by 5pm on 2/25**
3/4/2021 6	Changing Behavior Competing Behavior Model Procedures to reduce undesirable behaviors	Skim CHH Chapters 24-26 Read Sidman Chapters 6 & 7 **Jargon-free terminology #4 – due by 5pm on 3/4**
3/11/2021 7	Writing a Behavior Support Plan Selection of data collection methods Graphing Behavior Change	Read CHH Chapter 6 Read Sidman Chapters 8 & 9 **Jargon-free terminology #5 – due by 5pm on 3/11**
3/18/2021 8	Preference Assessment	Read CHH Chapter 11 Read Sidman Chapters 10 & 11 **Escape-maintained treatment article review**
3/25/2021 9	Ethics Informed Consent	Read CHH Chapter 31 Read Sidman Chapters 12 & 13
4/1/2021 10	Functional Analysis *Asynchronous Session*	Video will be assigned
4/8/2021 11	Skill Acquisition – Assessment	Skim CHH Chapters 21-23 Read Sidman Chapters 14 & 15 **Attention-maintained treatment article review**
4/15/2021 12	Skill Acquisition – Teaching Procedures	Skim CHH Chapters 21-23 Read Sidman Chapters 16 & 17
4/22/2021 13	Training others to implement behavioral treatment plans Generalization of behavior	Read CHH Chapter 30 Read Sidman Chapters 18 & 19
4/29/2021 14	Group Contingencies Review Final FBA Submission	Read CHH Chapter 28 **FBA draft due by 5pm on 4/29**
Final FBA Project AND TK20 submission due by 5:00pm on Thursday, 5/6/2021		

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

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

EDSE 623 ASSESSMENT – 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 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. which are functionally relevant to the behaviors specified in the functional assessment provided	Candidate demonstrates competence by writing step by step instructions for practical procedures 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. which are functionally relevant to the behaviors specified in the functional assessment provided	Candidate demonstrates mastery by writing step by step instructions for practical procedures 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. 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 modification, meeting *only one* of these criteria:	Candidate demonstrates competence by writing step by step instructions for making nvironmental modification, meeting *at least two* of these criteria: 1. using everyday	Candidate demonstrates mastery by writing step by step instructions for making environmental modification, 1. using everyday language (e.g., no jargon); and

	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.	language (e.g., nojargon); and 2. With no errors in spelling, punctuation, or grammar; and 3. which are Functionally relevant to the behaviors specified in the functional assessment provided.	2. With no errors in spelling, punctuation, or grammar; and 3. 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 meeting *only one* of the following criteria: 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 meeting *at least two* of the following criteria: 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 mastery 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.
Identification of the Problem	Candidate demonstrates further learning needed by: 1. Incorrectly completing a competing behavior model based on functional assessment provided; Or 2. Incorrectly naming at least one of the contingencies currently maintaining the problem behavior.	Candidate demonstrates competence by meeting *only one* of the following: 1. Correctly completing a competing behavior model based on functional assessment provided; Or 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 functional assessment provided; or 2. Correctly naming at least one of the contingencies currently maintaining the problem behavior.
Assessment	Candidate demonstrates further learning needed by:	Candidate demonstrates competence by meeting *at least two* of the following criteria:	Candidate demonstrates mastery by: 1. Accurately writing step by

	1. Inaccurately writing step by step instructions for conducting a normative rate study; and/or 2. Inaccurately conducting the normative rate study; and/or 3. Inaccurately 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.	1. Accurately 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	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
Implementation	Candidate demonstrates additional learning needed by correctly completing *two or fewer* of these: 1. Composing an operations 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 competence by correctly completing *three* of these: 1. Composing an operations 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: 1. Composing an operations 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.
Implementation, Management, and Supervision	Candidate demonstrates further learning needed by correctly competing *three or fewer* of these five tasks:	Candidate demonstrates competence by correctly competing *four* out of these five tasks: 1. Developing a	Candidate demonstrates mastery by: 1. Developing a procedural integrity checklist

1. Developing a procedural integrity checklist that addresses all environmental modification, behavior 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.	procedural integrity checklist that addresses all environmental modification, behavior 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	that addresses all environmental modification, behavior 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