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

Fall 2017
EDSE 623 DL1: Applied Behavior Analysis: Assessments and Interventions
CRN: 81319, 3 – Credits

Instructor: Dr. Christine Hoffner Barthold	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: 703-993-5450	**Meeting Day(s)**: Thursdays, 8/31, 9/14, 11/16, 11/30, & 12/7 ONLY
E-Mail: choffner@gmu.edu	**Meeting Time(s)**:7:30pm – 8:30pm EDT/EST on the dates indicated above
Office Hours: By Appointment	**Meeting Location**: Online,
Office Location: Suite 100 Finley	**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
Co-requisite(s) EDSE 619

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.
Registration Restrictions:
Required Prerequisite: EDSE 619B-.
B- Requires minimum grade of B-.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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
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 online (76% or more) using both a synchronous and 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 8/25/17.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:

https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
- 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 Thursday, and finish on Wednesday.
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 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.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed).* Upper Saddle River, NJ: Pearson. ISBN: 978-0131421134

Sidman, M. (2001). *Coercion and its fallout (Revised Edition).* Boston, MA: Authors Cooperative. ISBN: 9781888830019 (Best purchased from Cambridge Center for Behavioral Studies bookstore – www.behavior.org)

Storey, Keith, & Haymes, Linda. (2016). *Case Studies in Applied Behavior Analysis for Students and Adults With Disabilities.* Springfield, Illinois: Charles C. Thomas, Publisher Ltd.. ISBN-13: 978-0398091316

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 623, the required PBA is Functional Relevant Treatment and Instruction Project. 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 and/or Examinations
Instructional Time

As mandated by the Behavior Analyst Certification Board (BACB), 45 hours of instruction is required for this course. These hours may be fulfilled with the following activities:

- Lecture (video or live)
- Completion of Quizzes and Tests
- Small group, whole group and partnered synchronous activities (i.e., logged in together at the same time)
- Student presentations (video or live)

You are expected to log in and complete the activities for the total number of hours listed each week.

As with any graduate level coursework, there is an expectation of work that is completed outside of the direct instructional time (e.g., 3 hours preparation/reflection for every hour of class). Therefore, you should expect that additional assignments will be added at the discretion of the instructor to further enhance understanding of course content. These may include:

- Readings
- Asynchronous activities completed either alone or with other classmates
- Discussion Boards

Additional hours to complete such activities are viewed as "homework" by the Board. While they do not count towards direct instructional hours, they are not optional.

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)**

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

<u>Unit Quizzes</u>
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. There is an additional Quiz on the Syllabus and Academic Honesty. Due dates for quizzes are available on the Google Calendar. **(4 quizzes at 20 points apiece – 80 points total)**

Weekly Partner Activities. For 7 weeks out of the semester, students will be broken into groups and will be based upon case studies 15-21 of the Storey text. Each week, students will be required to design a component of a functional assessment that corresponds to their assigned case study. This differs from the behavior support plan in that students will be DESIGNING the assessment procedures, not implementing them. Groups are responsible for meeting synchronously for at least one hour via Blackboard Collaborate to create the documents. (10 points per activity – 70 points)

Other Assignments

<u>Activity Feedback Forms.</u>

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 lecture. You will also receive guided notes to help you follow along with key points in the lecture. Your guided notes, readings, and activities will be the basis for your unit quizzes and final project. 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).**

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 10-minute video using Screencast-O-Matic summarizing the chapter in your own words, sharing questions you had about the chapter, and ending with an open-ended question. You will post that video to the discussion board. Students

are responsible for answering that question and discussing the chapter. (10 points for each presentation and 2 points for weekly responses).

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.

Late Work

Partner Activities will be released on Wednesday of each week and are due to the instructor by the following Wednesday evening. Any products required during whole-class 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 project 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.

Other Requirements

Grading Scale

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

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

Grading Criterion:

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

Assignment	Points Possible
Pre-Test	2
Reading Presentation	22
Partner Activities	70
Activity Feedback Form	26
Unit Quizzes and Syllabus/Academic Honesty Quiz	80
Functional Behavior Assessment Project	70
Total Points	270

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.

Class Schedule, due dates, and readings are available as a separate document available on Blackboard as a Google Calendar or PDF. Students have the opportunity to subscribe to the Google Calendar and can set reminders as necessary to keep them on track.

Week	Date	Topic	Readings	Due	Instructional Hours
1	8/31 (S)	Intro to Class	Syllabus	AFF 1 **Pretest**	3.5
2	9/7	Function-Based Interventions	Cooper, Ch 2 **Storey, Overview**	AFF 2 **Syllabus/Academic Honesty Quiz**	3.5
3	9/14 (S)	Ethics and Informed Consent	Cooper Ch 24 Sidman, 16 & 1	AFF 3 PA 1 **Video 1**	3.5

4	9/21	Problem Identification and Operational Definitions	Sidman, Ch. 3	AFF 4 Quiz 1 **PA 2** **Video 2**	3.5
5	9/28	Indirect Assessment		AFF 5 **PA 3**	3.5
6	10/5	ABC and Scatterplot Assessment	Cooper, Ch. 4 Sidman, Ch. 4	AFF 6 Indirect Summary Draft (FBA) **PA 4** **Video 3**	3.5
7	10/12	Direct Observation	Cooper, Ch. 5	AFF 7 **PA5**	3.5
8	10/19	Preference Assessment	Cooper, Ch. 11	AFF 8 **PA 6** Data Collection Summary Draft (FBA)	3.5
9	10/26	Functional Analysis	Cooper, Ch. 24	AFF 9 **PA 7**	3.5
10	11/2	Writing a Statement of Function/Evidence-Based Practice	Cooper, Ch 21-23 Sidman, Ch 5	AFF 10 Quiz 2 **Video 4**	3.5
11	11/9	Replacement Responses		AFF 11 Competing Behavior Pathway Draft (FBA)	3.5
12	11/16 (S)	Writing a Behavior Support Plan	Sidman, Ch. 6	AFF 12 **Video 5**	3.5
13	11/30 (S)	Staff Training and Treatment Integrity	Cooper, Ch. 28 Sidman, Ch. 17	AFF 13 Behavior Support Plan Draft (FBA) **Video 6**	3.5
14	12/7 (S)	In-Class work on FBA project revisions		Quiz 3 Staff Training and Treatment Integrity Draft (FBA)	3.5
15		ALL FBA REVISIONS DUE ON TK20			49

AFF = Activity Feedback Form (due at the end of class)

FBA = Functional Behavior Assessment Project (done both in class and with the group on their own)

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 turned off 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/.

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 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.	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) and 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) 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	Candidate demonstrates competence by writing step-by-step instructions for making environmental	Candidate demonstrates mastery by writing step-by-step instructions for making environmental

	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.	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.	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 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	Candidate demonstrates 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	Candidate demonstrates 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

	data; for the identified alternative behavior or for the identified competing behavior.	the identified competing behavior.	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 the behavior to be decelerated.	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.
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.