



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

Spring 2018

EDSE 619 648: Applied Behavior Analysis: Principles, Procedures, and Philosophy  
CRN: 21841, 3 – Credits

<b>Instructor:</b> Dr. Lera Johnson	<b>Meeting Dates:</b> 02/01/2017 – 04/26/2017
<b>Phone:</b> (804) 339-2811	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> ljohns56@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm – 8:30 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off Campus, Other
<b>Office Location:</b> N/A	<b>Other Phone:</b> N/A

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

**Prerequisite(s):** Admission to applied behavior analysis graduate certificate program

**Co-requisite(s):** None

**Course Description**

Focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances. Offered by Graduate School of Education. May not be repeated for credit. □

Recommended Prerequisite: Admission to Applied Behavior Analysis Graduate Certificate Program (ABAC). □

Registration Restrictions: □

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus. □

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. □

Students in a Non-Degree Undergraduate degree may not enroll. □

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**

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

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

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

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

### **Course Relationship to Program Goals and Professional Organizations**

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

### **Required Textbooks**

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

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

Johnston, J.M. (2014). *Radical behaviorism for ABA practitioners*. Cornwall on Hudson, NY: Sloan.

### **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](http://www.bacb.com)), and download the Task List as well as Disciplinary Standards. We will refer to these documents throughout this course and all other courses in this program. It is also recommended that students visit the GMU ABA course site to familiarize themselves with policies and procedures.

### **Additional Readings**

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

### **Course Performance Evaluation**

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

### **Tk20 Performance-Based Assessment Submission Requirement**

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

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

### **Assignments and/or Examinations** □

#### **Performance-based Assessment (Tk20 submission required)**

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

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

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

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

**Research Profile Presentation.** This assignment allows students to present what they learned about their seminal author. Students will create a 5-10 minute presentation describing 1) The author 2) Their contribution to behavior analysis and research and 3) How their work relates to what we are learning in class. **(10 Points)**

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

### **Other Assignments**

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

### **Partner Activities**

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given an activity that will extend your knowledge of the readings. This will consist of a study sheet. In class, you will discuss the questions on the activity sheet with a partner for at least one hour and complete the study guide together. You will be responsible for completing a study guide relating to the readings and any class activity. This guide will consist of both factual and open-ended questions. Your study guides and activities will be the basis for your unit quizzes and final exam. **(5 points per assignment).**

**Activity Feedback Form.** The purpose of the activity feedback form is to communicate to the instructor what you have learned and where you might still need additional clarification. You will complete an activity feedback form at the end of each instructional week where you delineate at least two things you learned in your own words and why you chose them, any questions, and suggestions for improving the activity. This, along with the results of the partner activities and chapter presentations, will be the basis of the instructor's clarifying lecture. (2 points per feedback form)

**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 Skinner and one from Johnston 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).

**Unit Quizzes.** This course is broken into six units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. In addition, there will be a 20 question quiz regarding the course and syllabus requirements and Academic Honesty. Quizzes will be delivered online through Blackboard. Students will have 40 minutes to complete the Unit Quiz. Questions will be randomized from a pool of questions. Students are encouraged to complete all activities and readings and actively participate in study groups, as these are the basis for the weekly quizzes. Quizzes will be the basis for the final exam. Due dates for quizzes are available on the Google Calendar. **(4 quizzes at 20 points apiece)**

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

## **Course Policies and Expectations**

### **Attendance/Participation**

Students are expected to attend all class meetings and staying for the entire duration of the class. Cell phones are to be put on vibrate and computers can be used for classwork only. It is the student's responsibility to make up all missed work if they are absent for any reason. Students are expected to be active participants in the class.

### **Late Work**

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

Students are responsible for following these guidelines for grading:

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

**Other Requirements** □

As per the BACB, all students must complete an orientation in this course. It will cover information about the program, GMU policies, and BACB policies. This orientation is MANDATORY and must be completed within the first week of class. □

**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
Pre-Test	2
Introductory Video	5
Partner Assignments (5 points apiece)	60
Reading Presentations (10 points for 2 presentations + 2 points per response)	40
Activity Feedback Form	24
Syllabus and Academic Honesty Assignment	20
Unit Quizzes (4 at 20 points apiece)	80
Final Exam	100

Fluency Quizzes (11 at 20 points apiece)	220
Research Profile	25
Research Profile Presentation	10
Research Profile Peer Review	10
<b>Total Points</b>	<b>596</b>

### 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.

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

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

Course schedule (assignments listed in RED count towards instructional hours). A total number of instructional hours for each week is in the column to the left.

Week	Date	Topic	Readings	Due
1	2/1	Intro to Class and Certification		Pre-test Orientation (done before class begins) Introductory Video (F)
2	2/8	Academic Honesty and APA Style (done online)		AFF 1 □ Partner Activity 1
3	2/15	The Behavioral Model	Cooper, 1 & 2 □ Skinner, 1 & 2 Johnston, Preface	AFF 2 □ Presentation 1 □ Partner Activity 2 Academic Honesty and Syllabus Quiz (F)
4	2/22	Reinforcement	Cooper, 11 & 12 Skinner, 4 & 5 Johnston, Ch1	Fluency 1 □ AFF 3 □ Presentation 2 □ Partner Activity 3 Research Profile Researcher Choice Due
5	3/1	Reinforcement Schedules	Cooper, 13 & 22 Skinner, 7 Johnston, 3	Fluency 2 □ AFF 4 Presentation 3 Partner Activity 4 Unit Quiz 1 (F)
6	3/8	Differential Reinforcement and Punishment	Cooper 14 & 15 Skinner 8 Johnston, 5	Fluency 3 Presentation 4 Partner Activity 5 AFF 5

Week	Date	Topic	Readings	Due
7	3/15	Extinction	Cooper 21 Skinner 8 Johnston, 7	Fluency 4 Presentation 5 Partner Activity 6 AFF 6
8	3/22	Stimulus Control	Cooper 17 Skinner, 8 Johnston, 4	Fluency 5 Presentation 6 Partner Activity 7 AFF 7
9	3/29	Motivating Operations and Rule Governed Behavior	Cooper 16 Skinner 10 Johnston, 6	Fluency 6 Presentation 7 Partner Activity 8 Unit Quiz 2 (F) AFF 8
10	4/5	Equivalence Research Profile Presentations	Skinner 11 Johnston, 8	Fluency 7 Presentation 8 Partner Activity 9 AFF 9
11	4/12	Modeling, Task Analysis, Shaping and Chaining Research Profile Presentations	Skinner 13 Cooper, 18- 20 Johnston, 9	AFF 10 <input type="checkbox"/> Fluency 8 Presentation 9 Partner Activity 10 Unit Quiz 3 <input type="checkbox"/> Research Profile Draft (F)
12	4/19	Behavioral Contracts, Tokens, Groups, Momentum, and NET Research Profile Presentations	Skinner 14 Cooper 23 & 26 Johnston, 10	AFF 11 <input type="checkbox"/> Fluency 9 Presentation 10 Partner Activity 11 Peer Review (F)
13	4/26	Generalization, Induction, Maintenance Research Profile Presentations	Cooper 18	AFF 12 <input type="checkbox"/> Partner Activity 12 Fluency 10 Unit Quiz 4 <input type="checkbox"/> Research Profile DUE ON BLACKBOARD (F)
				<input type="checkbox"/> Fluency 11 <input type="checkbox"/>
	4/26			Final Exam Due

\*(F) – indicates the assignment is due by 11:59 on the Friday of the week it is due.   
Video summary posts are due Monday by 11:59; Responses to peers are due Friday at 11:59.

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <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 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](mailto: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)** □

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

**EDSE 619 Final Exam (Rev. 5.13)** □

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
<b>Specific Behavior Change Procedures</b>	Candidate demonstrates further learning needed by answering fewer than 80% of items correctly pertaining to: <ul style="list-style-type: none"> <li>□ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. □</li> <li>□ Use discrimination training procedures. □</li> <li>□ Use instructions and rules. □</li> <li>□ Use contingency contracting (i.e., behavioral contracting). □</li> <li>□ Use independent, interdependent, and dependent group contingencies. □</li> <li>□ Use stimulus equivalence procedures. □</li> </ul>	Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to: <ul style="list-style-type: none"> <li>□ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. □</li> <li>□ Use discrimination training procedures. □</li> <li>□ Use instructions and rules. □</li> <li>□ Use contingency contracting (i.e., behavioral contracting). □</li> <li>□ Use independent, interdependent, and dependent group contingencies. □</li> <li>□ Use stimulus equivalence procedures. □</li> <li>□ Plan for</li> </ul>	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to: <ul style="list-style-type: none"> <li>□ Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli. □</li> <li>□ Use discrimination training procedures. □</li> <li>□ Use instructions and rules. □</li> <li>□ Use contingency contracting (i.e., behavioral contracting). □</li> <li>□ Use independent, interdependent, and dependent group contingencies. □</li> <li>□ Use stimulus equivalence procedures. □</li> <li>□ Plan for</li> </ul>	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for behavioral contrast effects.</li> <li><input type="checkbox"/> Use the matching law and recognize factors influencing choice.</li> <li><input type="checkbox"/> Arrange high-probability request sequences.</li> <li><input type="checkbox"/> Use the Premack Principle.</li> <li><input type="checkbox"/> Use pairing procedures to establish new conditioned reinforcers and punishers.</li> <li><input type="checkbox"/> Use errorless learning procedures.</li> <li><input type="checkbox"/> Use matching-to-sample procedures.</li> </ul>	<ul style="list-style-type: none"> <li>behavioral contrast effects.</li> <li><input type="checkbox"/> Use the matching law and recognize factors influencing choice.</li> <li><input type="checkbox"/> Arrange high-probability request sequences.</li> <li><input type="checkbox"/> Use the Premack Principle.</li> <li><input type="checkbox"/> Use pairing procedures to establish new conditioned reinforcers and punishers.</li> <li><input type="checkbox"/> Use errorless learning procedures.</li> <li><input type="checkbox"/> Use matching-to-sample procedures.</li> </ul>	<ul style="list-style-type: none"> <li>behavioral contrast effects.</li> <li><input type="checkbox"/> Use the matching law and recognize factors influencing choice.</li> <li><input type="checkbox"/> Arrange high-probability request sequences.</li> <li><input type="checkbox"/> Use the Premack Principle.</li> <li><input type="checkbox"/> Use pairing procedures to establish new conditioned reinforcers and punishers.</li> <li><input type="checkbox"/> Use errorless learning procedures.</li> <li><input type="checkbox"/> Use matching-to-sample procedures.</li> </ul>	
<b>Foundational Knowledge</b>	<p>Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions pertaining to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lawfulness of behavior.</li> <li><input type="checkbox"/> Selectionism.</li> <li><input type="checkbox"/> Determinism.</li> <li><input type="checkbox"/> Empiricism.</li> <li><input type="checkbox"/> Parsimony.</li> <li><input type="checkbox"/> Pragmatism.</li> <li><input type="checkbox"/> Environmental (as opposed to mentalistic) explanations of</li> </ul>	<p>Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lawfulness of behavior.</li> <li><input type="checkbox"/> Selectionism.</li> <li><input type="checkbox"/> Determinism.</li> <li><input type="checkbox"/> Empiricism.</li> <li><input type="checkbox"/> Parsimony.</li> <li><input type="checkbox"/> Pragmatism.</li> <li><input type="checkbox"/> Environmental (as opposed to mentalistic) explanations of</li> </ul>	<p>Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lawfulness of behavior.</li> <li><input type="checkbox"/> Selectionism.</li> <li><input type="checkbox"/> Determinism.</li> <li><input type="checkbox"/> Empiricism.</li> <li><input type="checkbox"/> Parsimony.</li> <li><input type="checkbox"/> Pragmatism.</li> <li><input type="checkbox"/> Environmental (as opposed to mentalistic) explanations of</li> </ul>	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	behavior. <input type="checkbox"/> Distinguish between radical and methodological behaviorism. <input type="checkbox"/> Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. <input type="checkbox"/> Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment	behavior. <input type="checkbox"/> Distinguish between radical and methodological behaviorism. <input type="checkbox"/> Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. <input type="checkbox"/> Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment	behavior. <input type="checkbox"/> Distinguish between radical and methodological behaviorism. <input type="checkbox"/> Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery. <input type="checkbox"/> Define and provide examples of: o Behavior, response, response class o Environment, stimulus, stimulus class o Stimulus equivalence o Reflexive relations (US-UR) o Respondent conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	<ul style="list-style-type: none"> <li>o Conditioned punishment <input type="checkbox"/></li> <li>o Schedules of reinforcement and punishment <input type="checkbox"/></li> <li>o Extinction <input type="checkbox"/></li> <li>o Automatic reinforcement and punishment <input type="checkbox"/></li> <li>o Stimulus control</li> <li>o Multiple functions of a single stimulus</li> <li>o Unconditioned motivating operations <input type="checkbox"/></li> <li>o Conditioned motivating operations <input type="checkbox"/></li> <li>o Transitive, reflexive, surrogate motivating operations <input type="checkbox"/></li> <li>o Distinguish between discriminative stimulus and the motivating operation <input type="checkbox"/></li> <li>o Distinguish between the motivating operation and reinforcement effects <input type="checkbox"/></li> <li>o Behavioral contingencies <input type="checkbox"/></li> <li>o Contiguity <input type="checkbox"/></li> <li>o Functional relations <input type="checkbox"/></li> <li>o Conditional discriminations</li> <li>o Stimulus</li> </ul>	<ul style="list-style-type: none"> <li>o Conditioned punishment <input type="checkbox"/></li> <li>o Schedules of reinforcement and punishment <input type="checkbox"/></li> <li>o Extinction <input type="checkbox"/></li> <li>o Automatic reinforcement and punishment <input type="checkbox"/></li> <li>o Stimulus control</li> <li>o Multiple functions of a single stimulus</li> <li>o Unconditioned motivating operations <input type="checkbox"/></li> <li>o Conditioned motivating operations <input type="checkbox"/></li> <li>o Transitive, reflexive, surrogate motivating operations <input type="checkbox"/></li> <li>o Distinguish between discriminative stimulus and the motivating operation <input type="checkbox"/></li> <li>o Distinguish between the motivating operation and reinforcement effects <input type="checkbox"/></li> <li>o Behavioral contingencies <input type="checkbox"/></li> <li>o Contiguity <input type="checkbox"/></li> <li>o Functional relations <input type="checkbox"/></li> <li>o Conditional discriminations</li> <li>o Stimulus</li> </ul>	<ul style="list-style-type: none"> <li>o Conditioned punishment <input type="checkbox"/></li> <li>o Schedules of reinforcement and punishment <input type="checkbox"/></li> <li>o Extinction <input type="checkbox"/></li> <li>o Automatic reinforcement and punishment <input type="checkbox"/></li> <li>o Stimulus control</li> <li>o Multiple functions of a single stimulus</li> <li>o Unconditioned motivating operations <input type="checkbox"/></li> <li>o Conditioned motivating operations <input type="checkbox"/></li> <li>o Transitive, reflexive, surrogate motivating operations <input type="checkbox"/></li> <li>o Distinguish between discriminative stimulus and the motivating operation <input type="checkbox"/></li> <li>o Distinguish between the motivating operation and reinforcement effects <input type="checkbox"/></li> <li>o Behavioral contingencies <input type="checkbox"/></li> <li>o Contiguity <input type="checkbox"/></li> <li>o Functional relations <input type="checkbox"/></li> <li>o Conditional discriminations</li> <li>o Stimulus</li> </ul>	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	discrimination <input type="checkbox"/> o Response generalization <input type="checkbox"/> o Stimulus generalization <input type="checkbox"/> o Behavioral momentum <input type="checkbox"/> o Matching law o Contingency- shaped behavior o Rule governed behavior	discrimination <input type="checkbox"/> o Response generalization <input type="checkbox"/> o Stimulus generalization <input type="checkbox"/> o Behavioral momentum <input type="checkbox"/> o Matching law o Contingency- shaped behavior o Rule governed behavior	discrimination <input type="checkbox"/> o Response generalization <input type="checkbox"/> o Stimulus generalization <input type="checkbox"/> o Behavioral momentum <input type="checkbox"/> o Matching law o Contingency- shaped behavior o Rule governed behavior	