



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

Fall 2018

EDSE 623 DL2: Applied Behavior Analysis: Assessments and Interventions  
CRN: 81034, 3 – Credits

<b>Instructor:</b> Dr. Christine Barthold	<b>Meeting Dates:</b> 8/27/2018 – 10/20/18
<b>Phone:</b> 703-691-5827	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> NA
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> NA
<b>Office Location:</b> Suite 100, Finley Hall	<b>Other Phone:</b> 703-993-5450

\*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):** 619 B-

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

**Course Description**

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

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at (703) 348-5006 (Option 2) 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 an 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 8/20/18.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[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:

[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 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

- Screencast-O-Matic

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday.  
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 5 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 Organization**

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 Textbook**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2<sup>nd</sup> 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](http://www.behavior.org))

### **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 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**

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

In the Group Capstone project, you will get hands-on experience doing a Functional Behavior Assessment in a simulated environment. There are eight milestones in this project each due every week. You will be assigned to a group in Module 1. Note: students will work with the same group every week to complete this assignment.

You will need to email the instructor your Gmail account address at the beginning of Module 1 to access the template document.

There are two case scenarios for this project. However, you need to work on the case assigned to your group only. Every module contains a section titled “Case A” or “Case B”. You are ONLY required to click and submit the assigned case assignment.

Detailed instructions will be available in each module.

### **College Wide Common Assessment (TK20 submission required)**

N/A

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

**Conceptual Issues in Coercion Discussion.** For this assignment, you are required to discuss the assigned readings within your groups. To know more information about the groups and assigned reading, navigate to ‘Conceptual Issues in Coercion Discussion’ in the left-hand navigation menu. Even though you will be split-up in groups, you will complete this assignment individually. The idea of splitting you into small groups is to aid your understanding of the concepts explored in class at the same time keep the discussions manageable. For all modules, one or two people from the group will be assigned as a group leader(s). You will work with the same group throughout the semester. Note: Only Group leader(s) are required to post the initial video response, however, all group members are required to respond and contribute to the discussion.

This exercise is to help you to coherently summarize the chapter. The expectation isn't for you to pose as an expert on the topic, but take this exercise as a practice on summarizing in your own words and leading discussions.

**Unit Quizzes.** There are three unit quizzes. Twenty questions in a multiple-choice format will be selected from a random pool. This pool is fully randomized so that both the presentation of the questions and the order of answers are different for each student. You will have forty minutes to answer the questions. Be advised that you will have only one attempt to take this quiz. To begin the quiz, click on the title of the activity.

## **Course Policies and Expectations**

### **Attendance/Participation**

The ability to use technology is key to this course. Students are expected to present via video and audio, create and upload documents, complete interactive activities, and navigate the online environment. In group work, students are expected to delegate work evenly, log in to Blackboard Collaborate at the time designated by the group, and participate via video and audio for the entire session.

Group sessions should be recorded or otherwise documented. Optional synchronous sessions will be held at the discretion of the instructor for students needing additional support.

The Behavior Analyst Certification Board requires you to complete a minimum of 4.75 hours of instruction each week. This time does not include reading or posting to discussion boards - these are considered homework. Once you have completed all the readings and assignments, select the Mark Reviewed button at the bottom of each module. By marking this button, you are acknowledging that you've completed 4.75 hours of instruction each week.

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Drafts of assignments must be completed within the Google template provided by the instructor.
- 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 is posted on Blackboard. Failure to review all documents available often results in low performance.

### **Late Work**

This class is NOT self-paced. All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made. No work will be accepted after the final exam has closed.

### **Other Requirements**

#### **Communication with the Instructor**

The best way to communicate with the instructor is via email. The instructor will return emails within 48 hours during the week, but there is no guarantee of a prompt response on weekends or during University holidays. It is critical that you activate your GMU email as this is the official method of communication in this course. Please use appropriate business email etiquette when emailing the instructor, as unprofessional communication will be returned to the student for edits. Be sure to check the syllabus, presentations, and post on the general student message board before emailing a question to the instructor. If a meeting is necessary, an appointment can be made. Meetings can be held in-person, through Blackboard Collaborate, by Phone, or by Google Hangout.

**Grading Scale** (traditional rounding principles apply)

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 69% = F

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

<b>Assignments</b>	<b>Points</b>
Conceptual Issues in Coercion Discussion	160
Unit Quizzes	240
FBA Capstone Project	600
<b>Total:</b>	<b>1000</b>

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/> .

**Class Schedule**

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

<b>Module/Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1	Introduction to Function-Based Treatments	<ul style="list-style-type: none"> <li>• Cooper, Ch. 24</li> <li>• Sidman, Ch. 1 &amp; 16</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• Meeting Availability</li> <li>• CIC Discussion</li> </ul>



			<ul style="list-style-type: none"> <li>• Capstone Project M1</li> <li>• Unit Quiz</li> </ul>
2	Functional Assessment – Operational Definitions and Indirect Assessments	<ul style="list-style-type: none"> <li>• Cooper, Ch. 3 &amp; 5</li> <li>• Sidman, Ch. 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M2</li> </ul>
3	Direct Observation – ABC, Task Analysis, and Other Tools	<ul style="list-style-type: none"> <li>• Cooper, Ch. 4 &amp; 11</li> <li>• Sidman, Ch. 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M3</li> </ul>
4	Functional Analysis	<ul style="list-style-type: none"> <li>• Cooper, Ch. 7</li> <li>• Sidman, Ch. 6 &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M3 (Part 2)</li> <li>• Unit Quiz</li> </ul>
5	Developing a Hypothesis of Function, Selecting Treatments, and Writing a Behavior Support Plan	<ul style="list-style-type: none"> <li>• Cooper, Ch. 21-23</li> <li>• Sidman, Ch. 8 &amp; 9</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M4</li> </ul>
6	Data Collection and Generalization	<ul style="list-style-type: none"> <li>• Cooper, Ch. 28</li> <li>• Sidman, Ch. 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M5</li> </ul>
7	Training and Dissemination of the Plan	<ul style="list-style-type: none"> <li>• Sidman, Ch 12 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M6</li> </ul>
8	Summary (Collaboration)	<ul style="list-style-type: none"> <li>• Sidman, Ch. 17 &amp; 18</li> </ul>	<ul style="list-style-type: none"> <li>• CIC Discussion</li> <li>• Capstone Project M7</li> <li>• Unit Quiz</li> </ul>

### Core Values Commitment

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

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason

email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Appendix

#### Assessment Rubric(s)

#### 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,	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,	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

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

	contingencies currently maintaining the problem behavior.	contingencies currently maintaining the problem behavior.	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 data; for the identified alternative behavior or for the identified competing behavior.	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 the identified competing behavior.	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 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)	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)	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

	<p>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.</p>	<p>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.</p>	<p>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.</p>
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