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

Fall 2018
EDSE 623 648: Applied Behavior Analysis: Assessments and Interventions
CRN: 83461, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 9/13/2018 – 12/6/2018
Phone: 703-987-8928 (can call or text)	**Meeting Day(s)**: Thursday
E-Mail: thoch@gmu.edu	**Meeting Time(s)**: 5 pm – 8:30 pm
Office Hours: Thursdays, noon – 3 pm	**Meeting Location**: Off Campus
Office Location: Suite 100, Finley Building, GMU Fairfax Campus, MS 1F2, 4400 University Drive, Fairfax, VA 22030	**Skype: drtheodorehoch**

*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 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

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.* Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

You will need a scanner that permits scanning multiple pages into a single document, and saving as a pdf file.

Additional Readings

Daly, E.J., Wells, N.J., Swanger-Gagne, M.S., Carr, J.E., Kunz, G.M., and Taylor, A. M. (2009). Evaluation of the multiple stimulus without replacement preference assessment method using activities as stimuli. *Journal of Applied Behavior* Analysis, *42* (3), 563-574.

Hoch, T.A. (2008). Why is My Kid Doing This and What Can I Do? In Linville, D., and Hertlein, K. (Eds.) *Therapist's notebook for family healthcare* (pp. 83-89). New York, NY: Haworth Press.

Hoch, T.A., Hammell, C.E., Hajimahalis, C., Brodeur, D.K., and Johnson, S.D. (1996). A comparison of two zone discrimination reinforcer assessment procedures. *Education and Treatment of Children, 19* (2), 153-169.

Rojahn, J., Schroeder, S.R., and Hoch, T.A. (2008). Review of Assessment Methods. In Rojahn, J, Schroeder, S.R., and Hoch, T.A. *Self-injurious behavior in intellectual disabilities* (pp. 95-132). London, England, UK: Elsevier.

Sundberg, M.L and Partington, J.W. (1999). Pairing. In Sundberg, M.L., and Partington, J.W. *Quick tips – behavioral strategies.* Pleasant Hill, CA: Partington Behavior Analysts.

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)

Function Relevant Treatment and Instruction Project. You will be provided with the text of a completed functional assessment, which will include identification of the behavior targeted for reduction, a completed FAI, ABC data collection records, and a scatterplot. You will need to:

1. Write an operational definition for the behavior to be reduced. (3 points possible).
2. Based on intake documentation, identify potentially important molar and molecular variables, and describe in physical terms (7 points).
3. Interpret the functional analysis or functional assessment provided for that learner, identifying apparent relevant motivating operations, immediate antecedents, and maintaining consequences (10 points).
4. Identify and define alternative or replacement repertoires needing to be strengthened (10 points).
5. Write reinforcer assessment procedures to determine effective arbitrary reinforcers to be used (including data collection procedures for the assessment) (10 points).
6. Develop summary statements for currently operating contingencies that are evoking and maintaining the behavior targeted for reduction. (10 points).
7. Having selected one summary statement for the behavior to be reduced:
    a. Develop a behavioral objective for that behavior's terminal state. (3 points)
    b. Develop a behavioral objective for the alternative or replacement behavior. (3 points)
    c. Complete the competing behavior model– consequence section only – generating possible consequence-based procedures to change the behavior to be reduced and to accelerate the alternative or replacement behavior. (10 points)
8. Select appropriate consequence based procedures to reduce the behavior targeted for reduction and to accelerate the alternative or replacement behavior, and write step by step instructions for conducting those procedures. (16 points)
9. Complete the competing behavior model– MO and immediate antecedent

sections – generating possible antecedent-based procedures to change the behavior to be reduced and to accelerate the alternative or replacement behavior. (10 points)

10. Select appropriate antecedent based procedures to reduce the behavior targeted for reduction and to accelerate the alternative or replacement behavior, and write step by step instructions for conducting those procedures. (16 points)

You will submit drafts of these sections (as described below), and receive specific feedback from your instructor. You will present your proposed behavior change program for peer review and suggestions in the eleventh week of the course. After this, you will make appropriate revisions and compile all of this into a single document, and will submit it through TK20 as your function relevant treatment project.

Performance-based Common Assignments (No Tk20 submission required)

Function Relevant Treatment Project Drafts. During the weeks indicated in the course calendar below, you will submit the following assigned drafts of portions of your function relevant treatment project. Point values are identical to possible point values for the function relevant treatment project.

Draft 1 – Steps 1, 2, and 3 of the FRT Project.
Draft 2 – Step 4 of the FRT Project.
Draft 3 – Step 5 of the FRT Project.
Draft 4 – Step 6 of the FRT Project.
Draft 5 – Step 7 of the FRT Project.
Draft 6 – Step 8 of the FRT Project.
Draft 7 – Step 9 of the FRT Project.
Draft 8 – Step 10 of the FRT Project.

Other Assignments

Sidman Interteaching Discussions. Please read the assigned chapters from the Sidman text before attending class. In class, you will be placed in a small (3 – 4 colleagues) group, and will be provided with a discussion prompt. Participate in a discussion based on that prompt and on the reading from the Sidman text for that week. Take notes on that discussion. Submit your notes through Blackboard prior to the next class session. (5 points per discussion)

Jargon Free Projects. You will be provided with a definition or a concept each week that this assignment is given. You will identify the key aspects of each definition or concept – those that make this definition or concept what it is. Next, you will develop and submit a description of that definition or concept – completely free of jargon, and using everyday language – that covers all key aspects of the definition or concept, does not add to it, and accurately conveys in everyday language what the definition or concept is. (Write this as though you're writing for the general population – not writing for a behavior analyst.) (5 points per Jargon Free Project.)

Peer Review Presentation. You will be provided with a format for making a peer review presentation. You will present your penultimate draft of your Function Relevant Treatment Project using that format to your classmates, and you will participate in discussion of your classmates' presentations. When making your presentation, you will note and respond to suggestions made or questions raised by your colleagues. When making suggestions or asking questions of a presenter, you will do so in a collegial manner. (10 points for presentation and participation.)

Course Policies and Expectations

Attendance/Participation

This class relies heavily on discussion and practice to ensure that all have mastered the concepts and procedures being taught. Doing this permits your instructor to assess this mastery. Given this, it's important to be present, and it's important to participate. The reality, though, is that various employment related duties (e.g., Back to School Night) or other matters may compete with this. Each student is permitted one missed session without loss of points for that session. The student must make up any work missed (completing interteaching discussions on her or his own, and seeking notes and other guidance regarding content from a classmate) prior to the next class session. For serious illness or family circumstances, please contact your instructor. (2 points per session for attendance and participation.)

Late Work

All work is due by the dates indicated in the course calendar, below.

Grading Scale

Assignment Type	Number of Instances	Points Possible per Instance	Points Possible by Assignment Type	Cumulative Points Possible
Function Relevant Treatment Project	1 project	105 points	105 points	105 points
FRT Project Drafts	8 drafts	Variable (see description elsewhere in this document)	105 points	210 points
Sidman Interteaching Discussions	10 discussion prompts submitted	5 points per prompt	50 points	260 points
Jargon Free Project	9 projects submitted	5 points per project	45 points	305 points

Peer Review Presentation and Participation	1 peer review	10 points	10 points	315 points
Attendance and Participation	10 sessions (sessions 2 – 11)	2 points	20 points	335 points
A = 319 – 335 points	A- = 302 – 318 points	B = 268 – 301 points	C = 235 – 268 points	F < 235 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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

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

Class Schedule

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

Week	TL Section and Objectives addressed	Read / Do / Submit
1 9/13	*Identification of the Problem and Assessment* ☐ I01 – Define behavior in observable and measurable terms. ☐ I02 – Define environmental variables in observable and measurable terms. ☐ G03 – Conduct a preliminary assessment of the client in order to identify the referral problem. ☐ G01 – Review records and available data at the outset of the case.	☐ Read CHH pp. 7, 9-14, 25-45, 55-56, 65-69, 260-269, 537-538, 599-560 ☐ Practice writing behavioral definitions, describing environmental variables ☐ Review intake forms and discuss intake process ☐ Review range of stimuli that may be of interest ☐ Select package for final project before next session

	☐ G02 – Consider biological / medical variables that may be affecting the client. ☐ G04 – Explain behavioral concepts using nontechnical language.	
2 9/20	*Identification of the Problem and Assessment* ☐ I03 – Design and implement individualized behavioral assessment procedures o Functional analysis o Checklists o Descriptive analysis o Scatterplots ☐ I04 – Design and implement the full range of functional assessment procedures ☐ I06 – Make recommendations regarding behaviors that must be established, maintained, increased, or decreased ☐ G04 – Explain behavioral concepts using nontechnical language	☐ CHH pp. 48-101, 126-157, 335-336, 364-366, 457-460, 499-524 ☐ Read Rojahn et al. (2007), Ch. 3 ☐ Read Hoch (2008) ☐ Practice functional analysis ☐ Write functional analysis procedures ☐ Practice QABF ☐ Practice descriptive analysis ☐ Practice scatterplot ☐ Review Competing Behavior Mode ☐ Sidman Preface, Ch1&2 ☐ Sidman discussion – submit before next session ☐ Jargon free project – submit before next session ☐ Submit FRT Project Draft 1 before next session
3 9/27	*Identification of the Problem and Assessment* ☐ I03 – Design and implement individualized behavioral assessment procedures o AFLS o EFL o VB-MAPP o ABLLS-R ☐ I04 – Design and implement the full range of functional assessment procedures ☐ I06 – Make recommendations regarding behaviors that must be established, maintained, increased, or decreased ☐ J13 - Select behavioral cusps as goals for intervention when appropriate ☐ G04 – Explain behavioral concepts using nontechnical language	☐ CHH pp. 55-65, 237-245,283-285, 469-485, 623-624 ☐ Review AFLS, EFL, VB-MAPP, and ABLLS-R (in class) ☐ Sidman Ch. 3 ☐ Sidman discussion – submit before next session ☐ Jargon free project – submit before next session ☐ Submit FRT Project Draft 2 before next session
4	*Identification of the Problem and Assessment*	☐ Read Reinforcer Assessment Packet materials

10/4	□ I07 – Design and conduct preference assessments to identify putative reinforcers □ D15 – Identify punishers □ E10 – Use the Premack principle □ G04 – Explain behavioral concepts using nontechnical language	□ View Hoch (2013) □ Read Daley et al. (2009) □ Practice MSWO procedure □ Practice Zone Discrimination procedure □ Read Sidman Ch. 4 & 5 □ Sidman discussion – submit before next session □ Jargon free project – submit before next session □ Submit FRT Project Draft 3 before next session
5 10/11	*Identification of the Problem and Assessment* □ G05 – Provide behavior analytic services in collaboration with others who support and / or provide services to one's clients. □ I05 – Organize, analyze and interpret observed data. □ J02 – Identify potential interventions based on assessment results and best available scientific data. □ J01 – State intervention goals in observable and measurable terms □ G04 – Explain behavioral concepts using nontechnical language.	□ Read CHH 65-69, 364-366, 511-524 □ Practice developing contingency summary statements □ Practice competing behavior model □ Practice identifying molar and molecular variables to address □ Read Sidman Ch 6 & 7 □ Sidman discussion – submit before next session □ Jargon free project – submit before next session □ Submit FRT Project Draft 4 before next session
6 10/18	*Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* □ C01 – State and plan for possible unwanted effects of reinforcement. □ C02 – State and plan for possible unwanted effects of punishment. □ C03 – State and plan for possible unwanted effects of punishment. □ D01 – Use positive and negative reinforcement. □ D02 – Use appropriate parameters and schedules of reinforcement. □ D16 – Use positive and negative punishment □ D17 – Use appropriate parameters and schedules of reinforcement □ D18 – Use extinction	□ CHH pp. 36-38, 266-267,274-287, 302-323, 332-338, 349, 361-363, 368-371, 456-463, 466-467, 636-640, 646-648 □ Practice technical writing o Positive reinforcement procedure o Negative reinforcement procedure o Positive punishment procedure o Negative punishment procedure o Extinction procedure (positively reinforced behavior) o Extinction procedure (negatively reinforced behavior) o Read Sidman Ch 8 & 9 o Sidman discussion – submit before next session

	□ E07 – Plan for behavioral contrast effects □ G04 – Explain behavioral concepts using nontechnical terms	o Jargon free project – submit before next session o Submit FRT Project Draft 5 before next session
7 10/25	*Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* □ D19 – Use combinations of reinforcement with punishment and extinction □ D20 – Use response independent schedules of reinforcement □ D21 – Use differential reinforcement □ F02 – Use token economies and other conditioned reinforcement procedures □ D05 – Use shaping □ D06 – use chaining □ E08 – Use the matching law and factors that influence choice □ G04 – Explain behavioral concepts using nontechnical terms	□ CHH pp. 182-184, 209-211, 234-235, 239-241, 284-285,288-289, 314-315, 318-319, 367-368, 392-409, 421-422, 469-485, 489-492, 559-567 □ Practice technical writing o NCR (FT schedule) procedure o NCNR (FT schedule) procedure o DRO procedure ▪ DRO (based on mean IRT) ▪ DRA ▪ DRI ▪ DRL ▪ DRH o Forward chaining o Backward chaining o Total task training □ Read Sidman Ch 10 & 11 □ Sidman discussion – submit before next session □ Jargon free project – submit before next session □ Submit FRT Project Draft 6 before next session
8 11/1	*Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* □ E01 – Use interventions based on manipulations of antecedents, such as motivating operations and discriminative stimuli □ D03 – Use prompts and prompt fading □ D04 – Use modeling and imitation training □ E02 – Use discrimination training procedures □ E12 – Use errorless learning procedures □ E13 – Use matching to sample procedures	□ CHH 41, 374-409, 412-427, 587-590, 644-646 □ Practice and technical writing: o Prompting and prompt fading o Delayed prompting o Modeling and imitation o Discrimination training o Errorless learning o Matching to sample □ Participate in stimulus equivalence discussion □ Read Sidman Ch 12 & 13 □ Sidman discussion – submit before next session □ Jargon free project – submit before next session

	□ E06 – Use stimulus equivalence procedures □ 14 – Arrange instructional procedures to promote generative learning □ G04 – Explain behavioral concepts using nontechnical terms	□ Submit FRT Project Draft 7 before next session
9 11/8	*Fundamental Elements of Behavior Change and Specific Behavior Change Procedures* □ D07 – Conduct task analysis □ D08 – Use discrete trial and free operant arrangements □ E03 – Use instructions and rules □ E04- Use contingency contracting □ E05 = Use independent, interdependent, and dependent group contingencies □ F01 – Use self-management strategies □ F06 – Use incidental teaching □ F07 - Use functional communication training procedures □ G04 – Explain behavioral concepts using nontechnical terms	□ CHH 78, 437-441, 444-448, 465, 494-496, 550-559, 567-573, 575-612 □ Practice and technical writing: o Free operant reinforcement procedure o Interdependent reinforcement group contingency procedure o Independent reinforcement group contingency procedure o Dependent reinforcement group contingency procedure o Self-management procedure – overt behavior (other person) o Self-management procedure – covert behavior (self) o Incidental teaching procedure □ Read Sidman Ch 14 & 15 □ Sidman discussion – submit before next session □ Jargon free project – submit before next session □ Submit FRT Project Draft 8 before next session
10 11/15	*Intervention and Behavior Change Considerations* □ J04 – Select interventions based on client preferences □ J05 – Select interventions based on client's current repertoire □ J06 – Select interventions based on supporting environments □ J07 – Select interventions based on environmental and resource constraints □ J08 – Select interventions based on the social validity of the intervention	□ CHH 55-65, 237-243, 274-289, 623-624 □ Discuss intervention selection considerations □ Read Sidman Ch 16 & 17 □ Sidman discussion – submit before next session
11 11/29	*Intervention and Behavior Change Considerations*	□ CHH 108-110, 114, 167, 603-604, 607-609, 614-655 □ Peer review – FRT Project Drafts

	☐ J11 - Program for stimulus and response generalization ☐ J12 – Program for maintenance ☐ J14 – Arrange instructional procedures to promote generative learning ☐ K02 – Identify contingencies governing the behavior of those responsible for carrying out behavior change procedures and design intervention accordingly ☐ K08 – Establish support for behavior analytic services from direct and indirect consumers ☐ K09 – Secure the support of others to maintain the client's behavioral repertoires in their natural environments ☐ G08 – Identify and make environmental changes that reduce the need for behavior analysis services	☐ Read Sidman Ch 18 & 19 ☐ Sidman discussion – submit before final project
12 12/6	Submit Function Relevant Treatment Project by 5:00 pm today through TK20	

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

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

- Students with disabilities who seek accommodations in a course must be registered with

George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

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

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

Appendix

Assessment Rubric(s)

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,	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,	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

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

	in the functional assessment provided.	the functional assessment provided.	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 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	Candidate demonstrates competence by correctly completing three of these: 1) composing an operational definition for the behavior to be	Candidate demonstrates mastery by correctly completing each of these: 1) composing an operational definition for the behavior to be accelerated; 2)

	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.	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.	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.