



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

Summer 2020

EDSE 619 002: Applied Behavior Analysis: Principles, Procedures, and Philosophy  
CRN: 41064, 3 – Credits

<b>Instructor Contact Information</b>	<b>Course Time and Location</b>
<b>Instructor:</b> Dr. Christine Hoffner-Barthold	<b>Meeting Dates:</b> 4/27/2020 – 6/21/2020
<b>Phone:</b> 703-691-6827 (text is best)	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> choffner@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> online	<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.

**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.

**Advising Tip**

Are you admitted to the ABA certificate program? Students planning to complete the 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. 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 the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

**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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
  - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

- Screencast-O-Matic (<https://screencast-o-matic.com/>)

## 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 – 6 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 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, School of Education (SOED), 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. (2020). *Publication manual of the American Psychological Association (7th ed.)*.

### **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. 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. 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.

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.

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

N/A

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

#### **Behaviorist Biography.**

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.

Using a video program such as Screencast-O-Matic, students will upload 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. This presentation will be uploaded to YouTube and a link to the presentation will be available for students to see.

Each student will be assigned another student, and will review that student's 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.

A detailed description of the objectives and tasks of this assignment will be posted on Blackboard. A template used to create your paper draft for peer review will be posted on Google docs. You must email the instructor your Google email by the first week of class in order to complete this assignment.

#### **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. It is encouraged that you use the Quizlet tool located in Blackboard to practice and study for your fluency quizzes before making the attempt. Students will earn "badges" based upon their performance on Fluency Quizzes.

#### **Unit Quizzes.**

This course is broken into four units. For each unit, students will be responsible for a 20 item Multiple Choice quiz. 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.

There will also be a quiz on course requirements and the syllabus at the beginning of the term. This quiz is designed to ensure that you understand the course academic and technical requirements as well as where to go for help.

### Interteaching Assignment.

This assignment will allow you to have hands-on access to the reading materials, as well as discussion. Each week, you will be given a set of questions, both factual and open-ended, that will extend your knowledge of the readings. You will also be assigned to a group with whom you will complete the interteaching assignment. While you may choose to complete parts of the assignment independently, you **MUST** log in to Blackboard Collaborate for at least one hour per week to work with a partner to discuss the readings and complete the study guide together. Your group will be responsible for completing a wiki page where you will answer the questions as a group.

### 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. These groups will stay consistent throughout the semester. 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 or other video software 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.

### Reading Discussions.

Each week, students are responsible for answering their group presenter's question(s). Answers should be in complete sentences, using conventional spelling and grammar. The purpose of this discussion is to talk about the important points of the chapter.

### Orientation Presentation.

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. While this is not a graded assignment, it is **MANDATORY** and must be completed within the first week of class.

## **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.

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**

Please check the “About Your Instructor” section on Blackboard regarding communication policies and procedures. 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)

Students can expect feedback on assignments within 3-4 days of the due date. Any delays in grading will be announced via Blackboard. Immediate grading of assignments turned in early is not guaranteed. Questions about quiz answers will not be answered until the quiz has closed. Due to the large number of points allocated to various assignments, no extra credit is available in this course.

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

<b>Assignments</b>	<b>Points</b>
Introductory Discussion	4
Course Requirements and Syllabus Quiz	20
Academic Integrity Module	40
Behaviorist Biography	85
Fluency Quizzes (40 x 8)	320
Unit Quizzes (40 x 4)	160
Discussions (4 x 7)	28
Discussion Leader (6 x 2)	12
Interteaching Assignment (10 x 8 – cumulative across term)	80
Final Exam	300
<b>Total:</b>	<b>1049</b>

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

### Class Schedule

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

Use the weekly checklist available on Blackboard to keep you on track, since the term moves quickly.

<b>Module/Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1	Behavior Analytic Language and Philosophies	<ul style="list-style-type: none"> <li>• Cooper, 1 &amp; 2</li> <li>• Skinner, 1 &amp; 2</li> <li>• Johnston, Preface</li> <li>• Baer, Wolf &amp; Riskey, 1968</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Honesty Module</li> <li>• Syllabus Quiz</li> <li>• Availability Quiz</li> <li>• Introduction Discussion</li> <li>• Interteaching 1</li> <li>• Fluency Quiz 1</li> </ul>
2	Reinforcement and Punishment	<ul style="list-style-type: none"> <li>• Cooper, 11 &amp; 12</li> <li>• Skinner, 4 &amp; 5</li> <li>• Johnston, Ch.1</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Discussion</li> <li>• Fluency Quiz 2</li> </ul>

Module/Week	Topic	Readings	Assignments
			<ul style="list-style-type: none"> <li>Behaviorist Biography Milestone 2</li> <li>Interteaching 2</li> </ul>
3	Schedules of Reinforcement	<ul style="list-style-type: none"> <li>Cooper, 13, 25</li> <li>Skinner, 7, 8</li> <li>Johnston, 3, 5</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 3</li> <li>Behaviorist Biography Milestone 3</li> <li>Interteaching 3</li> <li>Unit Quiz</li> </ul>
4	Punishment and Extinction	<ul style="list-style-type: none"> <li>Cooper 14, 15, 24</li> <li>Skinner, 9</li> <li>Johnston, 7</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 4</li> <li>Interteaching 4</li> <li>Unit Quiz</li> </ul>
5	Antecedents	<ul style="list-style-type: none"> <li>Cooper 16, 17, 26</li> <li>Skinner, 10</li> <li>Johnston, 4 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 5</li> <li>Behaviorist Biography Milestone 4</li> <li>Interteaching 5</li> </ul>
6	Generalization and Maintenance	<ul style="list-style-type: none"> <li>Cooper 30</li> <li>Skinner, 11</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 6</li> <li>Behaviorist Biography Milestone 5</li> <li>Interteaching 6</li> </ul>
7	Rule Governed Behavior, Equivalence	<ul style="list-style-type: none"> <li>Skinner 12, 13</li> <li>Cooper, 19, 20</li> <li>Johnston, 8</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 7</li> <li>Behaviorist Biography Milestone 6</li> <li>Interteaching 7</li> <li>Unit Quiz</li> </ul>
8	Modeling, Shaping, Chaining, Momentum, Premack	<ul style="list-style-type: none"> <li>Skinner 14</li> <li>Cooper, 21 22, 23</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Fluency Quiz 8</li> </ul>

Module/Week	Topic	Readings	Assignments
		<ul style="list-style-type: none"> <li>Johnston, 9 &amp;10</li> </ul>	<ul style="list-style-type: none"> <li>Behaviorist Biography Milestone 7</li> <li>Interteaching 8</li> <li>Unit Quiz</li> <li>Final Exam</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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [Tk20 Help](mailto:tk20help@gmu.edu) ([tk20help@gmu.edu](mailto:tk20help@gmu.edu)) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<https://cehd.gmu.edu/aero/tk20>). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

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

- As a faculty member, I am designated as a "Responsible Employee," and must report all

disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).

- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://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.

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	<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</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.,</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.,</li> </ul>	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	contracting (i.e., behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	behavioral contracting). ♣ Use independent, interdependent, and dependent group contingencies. ♣ Use stimulus equivalence procedures. ♣ Plan for behavioral contrast effects. ♣ Use the matching law and recognize factors influencing choice. ♣ Arrange high-probability request sequences. ♣ Use the Premack Principle. ♣ Use pairing procedures to establish new conditioned reinforcers and punishers. ♣ Use errorless learning procedures. ♣ Use matching-to-sample procedures.	
Foundational Knowledge	Candidate demonstrates further learning needed by answering correctly fewer than 80% of questions	Candidate demonstrates competence by answering correctly 80 – 99% of questions pertaining to:	Candidate demonstrates mastery by responding correctly to 100% of questions pertaining to:	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	<p>pertaining to:</p> <ul style="list-style-type: none"> <li>♣ Lawfulness of behavior.</li> <li>♣ Selectionism.</li> <li>♣ Determinism.</li> <li>♣ Empiricism.</li> <li>♣ Parsimony.</li> <li>♣ Pragmatism.</li> <li>♣ Environmental (as opposed to mentalistic) explanations of behavior.</li> <li>♣ Distinguish between radical and methodological behaviorism.</li> <li>♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.</li> <li>♣ Define and provide examples of: <ul style="list-style-type: none"> <li>o Behavior, response, response class</li> <li>o Environment, stimulus, stimulus class</li> <li>o Stimulus equivalence</li> <li>o Reflexive relations (US-UR)</li> <li>o Respondent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>♣ Lawfulness of behavior.</li> <li>♣ Selectionism.</li> <li>♣ Determinism.</li> <li>♣ Empiricism.</li> <li>♣ Parsimony.</li> <li>♣ Pragmatism.</li> <li>♣ Environmental (as opposed to mentalistic) explanations of behavior.</li> <li>♣ Distinguish between radical and methodological behaviorism.</li> <li>♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.</li> <li>♣ Define and provide examples of: <ul style="list-style-type: none"> <li>o Behavior, response, response class</li> <li>o Environment, stimulus, stimulus class</li> <li>o Stimulus equivalence</li> <li>o Reflexive relations (US-UR)</li> <li>o Respondent conditioning (CS-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>♣ Lawfulness of behavior.</li> <li>♣ Selectionism.</li> <li>♣ Determinism.</li> <li>♣ Empiricism.</li> <li>♣ Parsimony.</li> <li>♣ Pragmatism.</li> <li>♣ Environmental (as opposed to mentalistic) explanations of behavior.</li> <li>♣ Distinguish between radical and methodological behaviorism.</li> <li>♣ Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.</li> <li>♣ Define and provide examples of: <ul style="list-style-type: none"> <li>o Behavior, response, response class</li> <li>o Environment, stimulus, stimulus class</li> <li>o Stimulus equivalence</li> <li>o Reflexive relations (US-UR)</li> <li>o Respondent conditioning (CS-</li> </ul> </li> </ul>	

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>	<b>Score/Level</b>
	conditioning (CS-CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation	CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish	CR) o Operant conditioning o Respondent-operant interactions o Unconditioned reinforcement o Conditioned reinforcement o Unconditioned punishment o Conditioned punishment o Schedules of reinforcement and punishment o Extinction o Automatic reinforcement and punishment o Stimulus control o Multiple functions of a single stimulus o Unconditioned motivating operations o Conditioned motivating operations o Transitive, reflexive, surrogate motivating operations o Distinguish between discriminative stimulus and the motivating operation o Distinguish	

	<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 Distinguish between the motivating operation and reinforcement effects</li> <li>o Behavioral contingencies</li> <li>o Contiguity</li> <li>o Functional relations</li> <li>o Conditional discriminations</li> <li>o Stimulus discrimination</li> <li>o Response generalization</li> <li>o Stimulus generalization</li> <li>o Behavioral momentum</li> <li>o Matching law</li> <li>o Contingency-shaped behavior</li> <li>o Rule governed behavior</li> </ul>	<ul style="list-style-type: none"> <li>between the motivating operation and reinforcement effects</li> <li>o Behavioral contingencies</li> <li>o Contiguity</li> <li>o Functional relations</li> <li>o Conditional discriminations</li> <li>o Stimulus discrimination</li> <li>o Response generalization</li> <li>o Stimulus generalization</li> <li>o Behavioral momentum</li> <li>o Matching law</li> <li>o Contingency-shaped behavior</li> <li>o Rule governed behavior</li> </ul>	<ul style="list-style-type: none"> <li>between the motivating operation and reinforcement effects</li> <li>o Behavioral contingencies</li> <li>o Contiguity</li> <li>o Functional relations</li> <li>o Conditional discriminations</li> <li>o Stimulus discrimination</li> <li>o Response generalization</li> <li>o Stimulus generalization</li> <li>o Behavioral momentum</li> <li>o Matching law</li> <li>o Contingency-shaped behavior</li> <li>o Rule governed behavior</li> </ul>	