Syllabus

Course Overview

In this introductory course, you explore the philosophical underpinnings of the field of behavior analysis. You also learn about the foundational concepts and principles in applied behavior analysis (ABA). These are the basic building blocks that will help you become a highly qualified scientist and scholar-practitioner in the field of ABA. In this introductory course you are also introduced to the dimensions of ABA. These are the dimensions that define the field. The activities in this course allow you to develop an understanding of positive and negative reinforcement, positive and negative punishment, schedules of reinforcement, and many other basic behavioral concepts.

Instructional Activities

Throughout all of your applied behavioral analysis courses, you will engage in activities that provide instruction through various modalities. In this course, you will cover the following content areas from the Board Certified Behavior Analyst/Board Certified Assistant Behavior Analyst (BCBA/BCaBA) Task List (5th ed.): Philosophical Underpinnings and Concepts and Principles.

To see the task list items addressed in each of the ABA courses, click Behavior Analyst Tasks.

In order to pass this course you must complete 100% of the asynchronous instructional activities (quizzes, terminology exercises, and other multimedia activities).

Instructor Contact Sessions

In each unit, there is one mandatory instructor contact session (ICS) that lasts for two hours. Instructor lectures and course discussions focus on the learning objectives and BCBA/BCaBA Task List elements covered in that unit.

Each ICS takes place on a regularly scheduled date and time that is announced in advance by your instructor. **Note:** The dates and times of the instructor contact sessions are subject to change. These changes will be communicated to you by the instructor in the courseroom.

You must attend seven out of 10 of these sessions synchronously (live) in order to pass the course. If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

These interactive sessions are conducted via Adobe Connect and accessed through a link that is provided in the courseroom. Once logged in to Adobe Connect, you are expected to participate in the ICS by:

- Viewing any visual aids and listening to session audio.
- Providing input to discussions by speaking through your computer's microphone, a headset, or your phone; or by typing in the Adobe Connect chat area.
- Responding to active student responding (ASR) questions posed by your instructor through poll boxes and participating in breakout groups when required.

Your instructor will use a PowerPoint presentation in each unit to guide the instructor contact session. In order to get the maximum benefit from these sessions, you should complete the unit studies beforehand and note any questions you have for your instructor regarding the content you have studied or any upcoming assignments.

You may choose to attend an ICS using an app on your phone or tablet. However, if you choose to attend in this way you must ensure you can participate fully in the session, which includes completing active student responses and actively participating in discussions and discussion groups. Please note that breakout group discussions may include downloading articles and navigating documents from the Adobe Connect room.

Multimedia Activities

In addition to the ICS activities, you will engage with various multimedia pieces that will provide instruction on the unit's objectives. These will include activities such as vocabulary assessments, quizzes, and other interactive media. You are expected to complete each of these tasks, repeating them as necessary until you achieve mastery.

In each of these multimedia activities, an ABA Media Best Practices [DOCX] guide is located in the resources. Follow the practices in this guide to have the best possible experience and to make sure you get credit for each activity.

Unit Discussions

You are required to post your answer to each discussion question. Additionally, you are expected to read the initial discussion posts of your peers and respond to at least two. To maximize your participation and score, participate at least two days in each discussion. Your responses must be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way

that encourages active, focused, and engaging discussion. This will give you ample opportunity to gain a better understanding of the subject matter and assignments presented in each of the 10 units in this course.

Adobe Connect Activities

This course requires learners to participate in synchronous online meetings using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Distinguish applied behavior analysis from other fields of psychology.

2   Analyze the principles of applied behavior analysis.

3   Analyze concepts related to increasing and decreasing targeted behaviors.

4   Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson. ISBN: 9780134752556.

Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning. ISBN: 9781305109391

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. Headsets and webcams are available for purchase at the Capella University Bookstore. Refer to the manufacturer's directions for installing and connecting the devices to your computer. Note: If you already have the following hardware, you do not need to purchase it.

Hardware for Adobe Connect Activities.
    External or built-in microphone
    Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, *1*(1), 91–97.

- Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. *Journal of Applied Behavior Analysis, 33*(3), 353–357.
- Clayton, F. L., & Savin, H. B. (1960). Strength of a secondary reinforcer following continuous or variable ratio primary reinforcement. *Psychological Reports, 6*(1), 99–106.
- Krentz, H., Miltenberger, R., & Valbuena, D. (2016). Using token reinforcement to increase walking for adults with intellectual disabilities. *Journal of Applied Behavior Analysis, 49*(4), 745–750.
- Marsic, A., Berman, M. E., Barry, T. D., & McCloskey, M. S. (2015). The relationship between intentional self-injurious behavior and the loudness dependence of auditory evoked potential in research volunteers. *Journal of Clinical Psychology, 71*(3), 250–257.
- Moore, J. (2003). Behavior analysis, mentalism, and the path to social justice. *The Behavior Analyst, 26*(2), 181–193.
- Thyer, B. A. (2015). The divergent paths of behavior analysis and psychology: Vive la différence! *The Behavior Analyst, 38*(1), 137–141.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Behavior Analyst Certification Board. (2008). *September 2008 Behavior Analyst Certification Board Newsletter.* Retrieved from https://www.bacb.com/wp-content/uploads/2017/09/BACB_Newsletter_9_08.pdf
- Behavior Analyst Certification Board. (2018). Board Certified Behavior Analyst. Retrieved from https://www.bacb.com/bcba/
- Behavior Analyst Certification Board. (2018). Newsletters. Retrieved from https://www.bacb.com/newsletter/
- Behavior Analyst Certification Board. (2018). Retrieved from http://www.bacb.com/

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ›› Behavior Analysis as a Science

Introduction

This unit is your introduction to the field of behavior analysis. Behavior analysis is a scientific approach to understanding behavior that traces back to John B. Watson and B. F. Skinner. Behavior analysis began to grow in the 1950s and 1960s as researchers applied methods of *experimental analysis of behavior* to determine if behavior changed in laboratory settings. From there, we explore developments in the field that will lead us to the discussion of how behavior analysis branched into the applied science that we use with human clients today.

The ABA field continued to expand with two significant events in 1968:

1. The establishment of the *Journal of Applied Behavior Analysis* (JABA), which quickly became the most well-respected peer-reviewed behavioral journal among ABA practitioners and researchers.
2. The publication of Baer, Wolf, and Risley's article "Some Current Dimensions of Applied Behavior Analysis" in the first issue of *JABA*.

From there, many colleges and universities began offering training in behavior analysis. As behavior analysts, we use the technologies derived from the science of behavior to change socially significant behaviors.

Instructional Activities

In this unit you will complete instructional activities through your participation in the instructor contact session (ICS), a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- A-01: Identify the goals of behavior analysis as a science (that is, description, prediction, control).
- A-02: Explain the philosophical assumptions underlying the science of behavior analysis (for instance, selectionism, determinism, empiricism, parsimony, pragmatism).
- A-03: Describe and explain behavior from the perspective of radical behaviorism.
- A-04: Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.

Learning Activities

u01s1 - Studies

Readings

- Read the Learner Expectations page for important information about your success in this course.
- Read the Professional Communications and Writing Guide. You are expected to adhere to these guidelines when writing a discussion post, peer response, or paper, as well as when using citations and references.

Use your *Applied Behavior Analysis* text to read the following:

- Pages 2–16 in Chapter 1, "Definition and Characteristics of Applied Behavior Analysis."

Use the Capella University Library to read the following:

- Moore, J. (2003). Behavior analysis, mentalism, and the path to social justice. *The Behavior Analyst, 26*(2), 181–193.
- Thyer, B. A. (2015). The divergent paths of behavior analysis and psychology: Vive la différence! *The Behavior Analyst, 38*(1), 137–141.

u01s1 - Learning Components

- Define the basic concepts of applied behavior analysis.

u01v1 - The Seven Dimensions of ABA

Click the linked **The Seven Dimensions of ABA** title above to launch the media. This activity will help you deepen your understanding of these dimensions and learn how to identify them within a series of short scenarios.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

The Seven Dimensions of ABA

u01v1 - Learning Components

- Identify the seven dimensions of ABA within a series of short scenarios.

u01v2 - ABA Terminology Flashcards - Unit 1

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 1** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 1

u01v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u01s2 - Assignment Preparation

In this course, you will complete six separate assignments that require you to analyze the principles, processes, and concepts used in the field of ABA.

- Unit 1: Mentalism and Radical Behaviorism.
- Unit 2: What is ABA?
- Unit 3: Operant and Respondent Conditioning.
- Unit 5: Positive and Negative Reinforcement.
- Unit 6: Positive and Negative Punishment.
- Unit 9: Extinction.

Take some time early in the course to read the instructions and the scoring guides to learn the requirements for your assignments.

Library Resource

To help you with any research related to these assignments, the Capella University Library has prepared an Applied Behavior Analysis (ABA) Research Guide. This ABA-specific research guide can help you select appropriate topics for assignments, search psychology databases, evaluate the sources you find, search within professional journals, and find direct links to professional organization and association Web sites.

u01s2 - Learning Components

- Analyze principles, processes, and concepts used in the field of applied behavior analysis.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will eventually lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or Summary of the HIPAA Privacy Rule if you have specific questions or concerns about your choices.

u01s4 - Using Adobe Connect

You will use Adobe Connect to participate in synchronous online meetings throughout this course.

In preparation for using Adobe Connect to attend meetings in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Create or access your meeting room at any time from the **My Meetings** link in the courseroom.
- Instructions and tutorials are available from the Using Adobe Connect support page.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

u01a1 - Mentalism and Radical Behaviorism

As a future ABA professional, understanding how the field of behavior analysis differs from other psychology fields is important. Behavior analysts use objective and *behavioristic* statements to describe phenomena they observe. At this point in your studies, it is important to start eliminating *mentalistic* statements from your vocabulary to help you to begin thinking like a behavior analyst.

Use the Mentalism and Radical Behaviorism Template provided in the Resources area of this assignment to complete the following:

- For the 10 phrases or sentences provided in the template, identify whether the statement provides a mentalistic or a behavioristic explanation for a behavior.

- Write a summary, explaining the reasoning behind your choices. You are not required to provide an individual explanation for each statement.

- For each of the mentalistic explanations you identify, provide a behavioristic explanation as an alternative.
- Analyze how the behavioristic approach is different from most other psychology fields.

- ◦ How would a mentalistic approach inform one's practice?
- ◦ How would a behavior analytic approach inform one's practice?

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** Minimum of 1–2 scholarly or professional resources.
- **Length:** 2–4 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Mentalism and Radical Behaviorism Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Mentalism and Radical Behaviorism Template [DOC]

Applied Behavior Analysis (ABA) Research Guide

ePortfolio

APA Style and Format

SafeAssign

Writing Feedback Tool

u01a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

u01d1 - Mentalism and Behaviorism

Your unit readings address the behavior analytic perspectives on what behaviorists refer to as the *mentalistic* approach to analyzing and solving human problems. New learners of ABA often have difficulty with changing their perspectives about the causes of behavior.

In your post:

- Discuss the difference between the mentalist's and the radical behaviorist's perspectives regarding feelings, states of mind, and unobservable mental events. Is there a special thing called *the mind*?
- Provide a recent example of a situation where you were exposed to, or considered, a mentalistic explanation for your own or someone else's behavior. How could you shift your thinking to a behavior analytic perspective?

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u01d1 - Learning Components

- Describe the scientific foundations of behaviorism.
- Explain the difference between behaviorism and mentalism.

u01q1 - Quiz 1

This quiz covers the elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Distinguish applied behavior analysis from other fields of psychology.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The system automatically averages your scores and records this averaged score as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 2 ≫ The Seven Dimensions

Introduction

As discussed during the previous unit, the field of behavior analysis continued to expand upon the publication of Baer, Wolf, and Risley's article "Some Current Dimensions of Applied Behavior Analysis" in the first issue of *JABA*. While this article was written many years ago, these are still the dimensions that define the field. During this unit, we explore the seven foundational principles of applied behavior analysis.

Baer, Wolf, and Risley (1968) defined the essential characteristics of applied behavior analysis as follows:

- **Applied:** The behavior analyst examines how an individual's socially significant behavior will change and affect the individual, as well as those who are close to the individual.
- **Behavioral:** The behavior analyst carefully measures how the individual's behavior changes, not perceptions about the behavior, or the behavior of other persons.
- **Analytic:** Behavior can be changed by modifying the environmental variables that precede and follow the behavior. Behavior analysts study and practice precise control over these variables in order to improve behavior.
- **Technological:** Any researcher should be able to read a description of a behavior analyst's study or intervention and replicate it.
- **Conceptually systematic:** The behavior analyst develops interventions that are consistent with the concepts and principles of ABA.
- **Effective:** ABA interventions must cause meaningful change in the behavior of concern.
- **General:** Behavior change must be long lasting and transferred to other environments and should cause change in other behaviors not being treated by the intervention.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- A-03: Describe and explain behavior from the perspective of radical behaviorism.
- A-05: Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

Reference

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, *1*(1), 91–97.

Learning Activities

u02s1 - Studies

Readings

Use your *Applied Behavior Analysis* text to read the following:

- Review pages 10–16 in Chapter 1, "Definition and Characteristics of Applied Behavior Analysis."
- Read pages 17–23 in Chapter 1, "Definition and Characteristics of Applied Behavior Analysis."

Use the Capella Library to read the following:

- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*(1), 91–97.
- Krentz, H., Miltenberger, R., & Valbuena, D. (2016). Using token reinforcement to increase walking for adults with intellectual disabilities. *Journal of Applied Behavior Analysis, 49*(4), 745–750.
- Marsic, A., Berman, M. E., Barry, T. D., & McCloskey, M. S. (2015). The relationship between intentional self-injurious behavior and the loudness dependence of auditory evoked potential in research volunteers. *Journal of Clinical Psychology, 71*(3), 250–257.

Note: These articles will be referred to in this unit's assignment.

u02s1 - Learning Components

- Describe the dimensions of applied behavior analysis.

u02v1 - The Seven Dimensions

Click the linked **The Seven Dimensions** title above to launch the media. This activity will help you deepen your understanding of these dimensions and learn how to identify them within a series of short scenarios.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

u02v1 - Learning Components

- Identify the seven defining characteristics of applied behavior analysis.

u02v2 - ABA Terminology Flashcards - Unit 2

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 2** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

u02v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u02a1 - What is ABA?

The seven dimensions of ABA identified in your text and the Baer, Wolf, and Risley article, are the guiding principles for the field of Applied Behavior Analysis. As a developing professional, it is important to understand the dimensions because each one is relevant to the work of a behavior analyst.

For this assignment, refer to the following articles assigned in the study for this unit:

- Krentz, Miltenberger, and Valbuena's "Using Token Reinforcement to Increase Walking for Adults With Intellectual Disabilities."

- Marsic, Berman, Barry, and McCloskey's "The Relationship Between Intentional Self-Injurious Behavior and the Loudness Dependence of Auditory Evoked Potential in Research Volunteers."

Then complete the following:

- Identify which of the articles is behavior analytic and which is not, and provide an explanation for your choice.
    - Be sure to identify which of the seven dimensions of ABA are present in the behavior analytic article.
    - Analyze why the other article is not behavior analytic. How do you know the seven dimensions are not present?

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** Minimum of 1–2 scholarly or professional resources.
- **Length:** 2–3 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **What is ABA? Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Some Current Dimensions of Applied Behavior Analysis

Using Token Reinforcement to Increase Walking for Adults With Intellectual Disabilities

The Relationship Between Intentional Self-Injurious Behavior and the Loudness Dependence of Auditory Evoked Potential in Research Volunteers

APA Style and Format

ePortfolio

Applied Behavior Analysis (ABA) Research Guide

SafeAssign

Writing Feedback Tool

u02a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

u02d1 - ABA's Seven Dimensions

As you read in the Baer, Wolf, and Risley article, there are seven different dimensions that define applied behavior analysis. While these seven guiding principles were identified in 1968, they continue to form the basis of applied behavior analysis and are still relevant today.

- Which dimensions of ABA make the most sense to you? Why?
- Which dimensions do you find more challenging? What questions do you have?

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

Some Current Dimensions of Applied Behavior Analysis

u02d1 - Learning Components

- Describe the seven dimensions of applied behavior analysis.

u02q1 - Quiz 2

This quiz covers the elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Distinguish applied behavior analysis from other fields of psychology.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 ❯❯ Respondent and Operant Conditioning

Introduction

Learning can occur two different ways—through operant and respondent conditioning. It is important to understand the distinction between the two. Respondent behaviors (reflexes) are elicited by stimuli in the environment, while operant behaviors are evoked by stimuli and maintained by consequences. For example, when dust comes to our eyes, we blink. This is an example of a respondent behavior that is elicited due to stimuli in the environment. When a child cleans his room due to a reinforcing consequence that he will get to play outside, he has an engaged in an operant behavior. He has learned that the reinforcing consequence of playing outside occurs after he cleans his room. When using ABA to work with clients, we can manipulate environmental variables to change behaviors in meaningful ways.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-03: Define and provide examples of respondent and operant conditioning.

Learning Activities

u03s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
    ◦ Chapter 8, "Respondent Conditioning," pages 145–161.
- In your *Applied Behavior Analysis* text, read:
    ◦ Pages 25–36 in Chapter 2, "Basic Concepts."

Course Resources

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson. ISBN:9780134752556.

u03s1 - Learning Components

- Compare the similarities and differences between operant and respondent behavior.

u03v1 - Classical and Operant Conditioning - Part 1

Click the linked **Classical and Operant Conditioning - Part 1** title above to launch the media. In this activity, you will learn more about the nature of behaviorism and its applications in clinical therapy. Part 1 focuses on behaviorist theory, principles of learning, and classical conditioning, including conditioned responses and discrimination.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

Classical and Operant Conditioning - Part 1

u03v1 - Learning Components

- Define respondent conditioning and operant conditioning.

u03v2 - Classical and Operant Conditioning - Part 2

Click the linked **Classical and Operant Conditioning - Part 2** title above to launch the media. In this activity, you will learn more about the nature of behaviorism and its applications in clinical therapy. Part 2 focuses on learned emotional responses and contiguity and similarity, as well as operant conditioning.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

Classical and Operant Conditioning - Part 2

u03v2 - Learning Components

- Define respondent conditioning and operant conditioning.

u03v3 - Classical and Operant Conditioning - Part 3

Click the linked **Classical and Operant Conditioning - Part 3** title above to launch the media. In this activity, you will learn more about the nature of behaviorism and its applications in clinical therapy. Part 3 focuses on successive approximations and different types of reinforcers, as well as a summary of classical and operant conditioning.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity you must complete it in order to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

Classical and Operant Conditioning - Part 3

u03v3 - Learning Components

- Define respondent conditioning and operant conditioning.

u03v4 - ABA Terminology Flashcards - Unit 3

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 3** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 3

u03v4 - Learning Components

  • Define common terms used in the field of applied behavior analysis.

u03a1 - Operant and Respondent Conditioning

In this unit, we explore two types of learning—operant and respondent conditioning. With respondent conditioning, individuals emit reflexive behavior in the presence of certain stimuli. With operant conditioning, behaviors continue to occur, or not, due to the consequences that follow them. As behavior analysts, we frequently use operant conditioning to teach new behaviors (and eliminate old behaviors) by manipulating the consequences that follow them. Respondent conditioning is also used by behavior analysts, for example, by establishing various reinforcers through pairing of stimuli.

For this assignment, complete the following:

  • Define operant and respondent conditioning.
  • Describe the similarities and differences between these two types of learning.
  • Provide two real-world, detailed examples of operant conditioning and two real-world, detailed examples of respondent conditioning.

Assignment Requirements

  • **Written communication:** Should be free of errors that detract from the overall message.
  • **APA formatting:** References and citations are formatted according to current APA style guidelines.
  • **Resources:** Minimum of 1–2 scholarly or professional resources.
  • **Length:** 2–3 double-spaced pages, in addition to the title page and reference page.
  • **Font and font size:** Times New Roman, 12 point.
  • **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Operant and Respondent Conditioning Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Applied Behavior Analysis (ABA) Research Guide

APA Style and Format

ePortfolio

SafeAssign

Writing Feedback Tool

u03a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u03d1 - Respondent and Operant Behaviors

In the science of behavior analysis there are two types of conditioning. Respondent behaviors can be thought of as reflexes that are elicited by stimuli. While operant behaviors can be thought of as behaviors that are maintained by environmental consequences and evoked by environmental stimuli.

- Describe a behavior you engaged in today that was an operant behavior. Also, describe a behavior that you have emitted that would be considered a respondent behavior.
- Explain how the operant behavior example differs from the respondent behavior example.
- Based on your understanding so far, how could we use operant conditioning in ABA therapy?

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u03d1 - Learning Components

- Compare the similarities and differences between operant and respondent behavior.
- Describe examples of operant and respondent behavior.

u03q1 - Quiz 3

This quiz covers the elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze the principles of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 ≫ Behavior, Response, and Stimulus Classes

Introduction

In ABA, we work to change socially significant behaviors in meaningful ways for clients. Before we can do that, it is important to understand what behavior is. What is behavior? Why must we define it? What makes up a good definition of a behavior?

According to Cooper, Heron, and Heward (2020), "A good definition must be objective, clear, and complete, and must discriminate between what is and what is not an instance of the target behavior." (p. 72). Stating that Joe is aggressive does not provide observable, measurable information. On the other hand, stating that Joe often "hits and kicks other students" defines Joe's behavior in terms that can be observed and measured. Well written definitions are necessary to accurately measure behavior, compare and interpret data, develop and apply interventions, and provide accountability. According to Cooper, Heron, and Heward (2019), "A good definition of a target behavior provides an accurate, complete, and concise description of the behavior to be changed (and therefore measured)." (p.28).

In this unit, you also begin to explore what response and stimulus classes are and why they are important for understanding behavior.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-01: Define and provide examples of behavior, response, and response class.
- B-02: Define and provide examples of stimulus and stimulus class.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson.

Learning Activities

u04s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
    - Pages 1–5 in Chapter 1, "Introduction to Behavior Modification."

- In your *Applied Behavior Analysis* text:
    - Review pages 26–27 in Chapter 2, "Basic Concepts."
    - Read pages 67–70 in Chapter 3, "Selecting and Defining Target Behaviors."

Use the Internet to complete the following:

- Take some time to explore the Behavior Analyst Certification Board (BACB) Web site. The BACB is a nonprofit organization that sets standards for credentialing.
    ◦ We recommend that you create an account. There is no cost associated with creating an account.
    ◦ Read through the requirements for becoming a Board Certified Behavior Analyst (BCBA).
    ◦ Familiarize yourself with the ethical codes expected of a professional in the field of ABA and other aspects of the profession. BCBA/BCaBA candidates are expected to follow the ethical codes from the start of their first class.
    ◦ Read through a few of the BACB Newsletters to become familiar with some of the recent topics of interest.

- Read the *September 2008 Behavior Analyst Certification Board Newsletter*.
    ◦ Pay particular attention to the chart on page 3 regarding the statements to use and not use when referring to BACB credentials.

u04s1 - Learning Components

- Define behavior, response, and response class in the field of applied behavior analysis.
- Define the terms stimulus and stimulus class.

u04v1 - ABA Terminology Flashcards - Unit 4

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 4** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 4

u04v1 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u04a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

u04d1 - Behavior Definitions

Before we can target behaviors, we have to understand how they are defined. In addition to understanding how behavior is defined in general, behavior analysts must always define targeted behaviors before data collection can begin on them.

- Before beginning this course, how did you define behavior?
- How does your textbook define behavior?
- How does your previous understanding or definition of behavior differ from the definition in your textbook?

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u04d1 - Learning Components

- Distinguish between a common definition of behavior and a behavior analytic definition.

u04q1 - Quiz 4

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze the principles of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 5 ≫ Positive and Negative Reinforcement

Introduction

When most laypersons think of reinforcement, they tend to think of things that are desirable. According to Cooper, Heron, and Heward (2020), reinforcement occurs "when a response is followed by a stimulus change that results in similar responses occurring more often." (p. 36). The related stimulus change is referred to as a *reinforcer*. There are two types of reinforcement: positive and negative.

Positive reinforcement can be thought of as adding something to the environment to increase a behavior. Immediately giving a treat after the dog sits on command may increase the likelihood that the dog will sit on command in the future. Praising a child after she cleans her room may increase the probability that the child will clean the room in the future.

By contrast, *negative* reinforcement can be thought of as subtracting (that is, taking away) something to increase a behavior. If we turn off the alarm clock when the beeping begins, the noise stops. In the future, we are more likely to turn off the alarm to remove the aversive beeping sound.

Reinforcement can be used to change behaviors in many ways. Reinforcement is a positive approach that should be used often to increase appropriate behaviors.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements that will be covered during these activities include:

- B-04: Define and provide examples of positive and negative reinforcement contingencies.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson.

Learning Activities

u05s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
  - Pages 65–73 in Chapter 4, "Reinforcement."
- In your *Applied Behavior Analysis* text:
  - Review pages 32–35 in Chapter 2, "Basic Concepts and Principles."
  - Pages 36–44 in Chapter 2, "Basic Concepts."
  - Pages 252–259 in Chapter 11, "Positive Reinforcement."
  - Pages 287–292 in Chapter 12, "Negative Reinforcement."

u05s1 - Learning Components

- Identify key elements of positive reinforcement, negative reinforcement, and other reinforcement-based behavioral processes that occur in the natural environment and that are pertinent to behavioral assessments and interventions.

u05v1 - Positive and Negative Reinforcement

Click the linked **Positive and Negative Reinforcement** title above to launch the media. In this activity, you practice recognizing these types of reinforcement within a series of short scenarios.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

Positive and Negative Reinforcement

u05v1 - Learning Components

- Identify positive and negative reinforcement within a series of short scenarios.

u05v2 - ABA Terminology Flashcards - Unit 5

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 5** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 5

u05v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u05a1 - Positive and Negative Reinforcement

Behavior analysts work to change an individual's socially significant behaviors in meaningful ways. As the *conceptually systematic* dimension states, basic principles of behavior are used to change behaviors. The first basic principle we explore is reinforcement. Reinforcement is used to increase appropriate behaviors in an individual's repertoire. Behavior analysts not only work to decrease problematic behaviors, but they also work to increase appropriate behaviors. Understanding how reinforcement works is important for adding new behaviors to an individual's repertoire.

For this assignment, complete the following:

- Define both positive and negative reinforcement. Be sure to explain how they are similar and how they are different in your definitions.
- Provide two real-world, detailed examples of how positive reinforcement could be used to increase behaviors you would like to see occur more often. Also, provide two examples of how negative reinforcement could be used to increase behaviors you would like to see occur more often. For example, an individual may use positive reinforcement to increase the behavior of working out. She could "pay" herself 10 dollars after five consecutive days of working out. Another individual may use negative reinforcement to increase the behavior of cooking healthy meals. If her dinner meals include at least two different vegetables, she can skip doing the dishes immediately after eating.
- Be sure to explain why the examples you chose will work to increase behavior in the future.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** Minimum of 1–2 scholarly or professional resources.
- **Length:** 2–4 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Positive and Negative Reinforcement Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Applied Behavior Analysis (ABA) Research Guide

SafeAssign

ePortfolio

APA Style and Format

Writing Feedback Tool

u05a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u05d1 - Misconceptions of Negative Reinforcement

Negative reinforcement is commonly misunderstood because of the term *negative*. Most people get it mixed up with punishment or think it refers to an unwanted behavior being reinforced. In the science of behavior analysis, the term *negative* refers to the fact that a stimulus is being removed after a behavior. Remember, reinforcement is used to increase behavior, so with negative reinforcement, a stimulus is removed following a behavior to increase the frequency of the behavior in the future. For example, when you connect your seat belt to stop the annoying buzzing sound in your car, this is negative reinforcement (the behavior of wearing a seat belt increases to remove an aversive stimulus).

- Explain the difference between the common misconception of the term *negative reinforcement* and how the science of behavior analysis defines it. Why do you think this misconception exists?
- Provide three real-life examples of negative reinforcement that you have encountered.

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u05d1 - Learning Components

- Define negative reinforcement from a behavior analytic perspective.
- Describe real-life examples of negative reinforcement.

u05q1 - Quiz 5

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze the principles of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 6 ≫ Positive and Negative Punishment

Introduction

Cooper, Heron, and Heward (2020) observe that "punishment is often considered bad—an unfortunate counterpart to reinforcement" (p. 325). However, it is a vital learning process, since it can teach a person not to repeat harmful behaviors. For example, if touching a hot stove did not cause pain, one may continue to burn oneself. Learning from consequences that produce pain, discomfort, or the loss of reinforcers has survival value for the individual human being, as well as for the human race.

This unit focuses on the similarities and differences between negative and positive punishment. We explore examples of each type and also discuss side effects associated with punishment. Punishment is a vital part of the learning process, but it needs to be used appropriately since it is a more intrusive procedure.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-06: Define and provide examples of positive and negative punishment contingencies.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson.

Learning Activities

u06s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
  - Pages 105–112 in Chapter 6, "Punishment."

- In your *Applied Behavior Analysis* text, review:
  - Pages 34–39 in Chapter 2, "Basic Concepts."

- In your *Applied Behavior Analysis* text, read:
  - Chapter 14, "Positive Punishment," pages 326–351.
  - Chapter 15, "Negative Punishment," pages 352–369.

u06s1 - Learning Components

- Identify key elements of positive and negative punishment.

u06v1 - Reinforcement and Punishment

Click the linked **Reinforcement and Punishment** title above to launch the media. In this activity, you will deepen your understanding of the differences between them.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

Reinforcement and Punishment

u06v1 - Learning Components

- Recognize the differences between reinforcement and punishment.

u06v2 - ABA Terminology Flashcards - Unit 6

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 6** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 6

u06v2 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u06a1 - Positive and Negative Punishment

During this unit, we explore another basic principle of behavior—punishment. Punishment decreases behavior. Many misconceptions about punishment exist, but when used correctly, it is an important part of the learning process. Punishment is a consequence that follows a behavior and decreases the future likelihood of that behavior occurring again. Decreasing problem behaviors is a common task for behavior analysts, so it is important to understand how punishment works.

For this assignment, complete the following:

- Define both positive and negative punishment. Be sure to explain how they are similar and how they are different in your definitions.
- Provide two real-world, detailed examples of how positive punishment could be used to decrease behaviors you would like to see occur less often. Also, provide two real-world, detailed examples of how negative punishment could be used to decrease behaviors you would like to see occur less often. For example, a parent may use negative punishment by removing television privileges when his or her child curses. Another parent may use positive punishment by requiring the child to write the sentence "I will use nice words." 100 times after cursing.
- Be sure to explain why the examples you chose illustrate that procedure.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** Minimum of 1–2 scholarly or professional resources.
- **Length:** 2–4 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the **Positive and Negative Punishment Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Applied Behavior Analysis (ABA) Research Guide

ePortfolio

APA Style and Format

SafeAssign

Writing Feedback Tool

u06a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u06d1 - Punishment Guidelines

As discussed in this unit's activities, punishment is not just those contrived consequences that are set up to decrease behavior but also something that naturally occurs. For example, when walking across a wet slippery floor one may fall and hurt oneself. The behavior of walking across a wet slippery floor is punished by the added, aversive consequence of falling and hurting oneself.

For this discussion, think of two recent examples of when your behavior has been punished. Ideally, try to describe examples of punishment contingencies occurring naturally, but contrived punishment contingencies are fine as well.

- Describe the environmental variables surrounding the behavior and whether they were negative or positive punishment.
- Discuss whether the behaviors you identified in your examples were necessary for your overall well-being. In other words, if these behaviors continued to occur, would that put your survival or overall well-being at risk?
- Finally, discuss your previous understanding of punishment before you took this course, and explain whether it is the same or different from how punishment is defined in the science of behavior analysis.

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u06d1 - Learning Components

- Describe real-life examples of positive and negative punishment.
- Distinguish between a common definition of punishment and a behavior analytic definition.

u06q1 - Quiz 6

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze the principles of applied behavior analysis.
- Analyze concepts related to increasing and decreasing targeted behaviors.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 7 ≫ Reinforcement Schedules

Introduction

A schedule of reinforcement is another building block to understanding behavior occurrence. The frequency with which reinforcement is delivered for a particular behavior impacts the rate at which the behavior is exhibited. For example, if a person is selling cars and they are reinforced for a certain number of cars sold (*fixed ratio schedule*) instead of after a certain period of time (*fixed interval schedule*) they may be more likely to sell more cars more quickly under the fixed ratio as opposed to the fixed interval schedule of reinforcement.

As you can surmise, understanding the schedule of reinforcement a behavior has is important not only for prediction but also for control. When a new behavior is first added to a learner's repertoire, we typically try to reinforce it on a *continuous schedule of reinforcement* or a *fixed ratio of one*, meaning every time it happens. Eventually, it is important to fade that reinforcement to an *intermittent schedule of reinforcement* (delivery of reinforcement every once in a while), so that it resembles more natural rates of reinforcement. For example, if we are trying to increase the behavior of a child raising his hand in the classroom, we may initially reinforce his hand-raising behavior every time by calling on him and potentially providing praise. Eventually, we would fade that reinforcement to every couple of times he raises his hand.;

There are many difference schedules of reinforcement that can be used to fade reinforcement. We discuss the different types in this unit. Additionally, we explore the differences between automatic and socially mediated behaviors.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-05: Define and provide examples of schedules of reinforcement.
- B-07: Define and provide examples of automatic and socially mediated contingencies.

Learning Activities

u07s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
    ◦ Pages 81–86 in Chapter 4, "Reinforcement."

- In your *Applied Behavior Analysis* text:
    ◦ Review pages 28 and 36 in Chapter 2, "Basic Concepts and Principles."

- ◦ Read pages 260–262 in Chapter 11, "Positive Reinforcement."
- ◦ Read pages 301–309 in Chapter 13, "Schedules of Reinforcement."

Use the Capella University Library to read the following:

- Clayton, F. L., & Savin, H. B. (1960). Strength of a secondary reinforcer following continuous or variable ratio primary reinforcement. *Psychological Reports, 6*(1), 99–106.

u07s1 - Learning Components

- Describe different schedules of reinforcement.
- Provide examples of automatic and socially mediated contingencies.

u07v1 - ABA Terminology Flashcards - Unit 7

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 7** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 7

u07v1 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u07s2 - Capella Career Center

It is never too early to plan for your future career in Applied Behavior Analysis. As you advance through this course, it is a good time for you to review the services offered by the Career Center, and make use of the Career Planning Self-Assessment. The Career Center has developed a wide array of resources and tools to help Capella learners and alumni plan and manage their career at every stage.

Here are some of the great Career Center resources available to you:

- Welcome to the Career Center.
- Career Planning Self-Assessment.
- Competency Translator [PDF].
- Using Competencies in Your Career Planning [PDF].
- Industry Information: Psychology, Counseling, and Mental Health.
- Career Exploration Guides.
- Networking.

u07a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u07d1 - Schedules of Reinforcement

The ABA New Learner Orientation is an excellent way to learn about key elements of the program including meeting leadership and faculty, learning about curriculum and coursework, understanding program and University supports and having an opportunity to ask follow up questions. After watching or attending the New Learner Program Orientation, please engage in the following discussion activities, Please note your instructor will post a link to the live orientation in announcements as well as a link to the recording if you cannot attend live.

- Confirm that you have attended or watched the New Larner Program Orientation.
- Describe your plan for obtaining fieldwork hours including:
    ◦ The site where you are or plan to obtain these hours.
    ◦ How you plan to locate a supervisor (or confirm if you already have one).
    ◦ The number of hours you plan to accrue each month to obtain the number required to apply for the BCBA exam.
    ◦ Describe your current (or ideal) site for obtaining these hours and why you chose this location.
    ◦ Please read over the BACB fieldwork hour rules referenced in the orientation. Please describe some examples of how you may accrue unrestricted fieldwork hours.
- Identify and describe three key points you took away from the orientation that will help you during your educational journey at Capella University.
- Describe any barriers (if any) that you foresee in your journey to becoming nationally certified. Also, explain any potential safeguards to overcome those barriers.
- If relevant, please ask any follow-up questions you have and your course faculty member will address them through the discussion board.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d1 - Learning Components

- Define schedules of reinforcement.
- Describe real-world examples of schedules of reinforcement.

u07q1 - Quiz 7

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze the principles of applied behavior analysis.
- Analyze concepts related to increasing and decreasing targeted behaviors.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 8 ➤➤ Establishing Reinforcers

Introduction

Reinforcement is a powerful tool that can be used to increase socially significant behaviors. Reinforcers are not universal across people; what one person finds reinforcing another person may not. When using reinforcement, it is important to use items that function as reinforcers for that individual. For example, if we are providing verbal praise to a shy student who does not like attention in class, we may not increase her appropriate behaviors. We may have to use something else for this student.

There are two main types of reinforcers that we discuss in this unit—primary and secondary reinforcers. *Primary reinforcers*, also called unlearned reinforcers, are stimuli, events, or conditions that are reinforcing at birth for many of us. Primary reinforcers are those stimuli, events, or conditions that are necessary for our survival. For example, at birth we engage in behaviors (typically crying) to get access to food, water, warmth, and oxygen, because we need these things to survive. In contrast, *secondary reinforcers*, also called learned reinforcers, are valuable because they have been paired with primary reinforcers. Everything outside of primary reinforcers are secondary reinforcers. We are not born finding a $100 bill reinforcing. A favorite activity or item is valuable, because it has been paired in the past with something else that is reinforcing. This is also why reinforcers are idiosyncratic; everyone has a different history of pairing with reinforcing stimuli.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-07: Define and provide examples of automatic and socially mediated contingencies.
- B-08: Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

Learning Activities

u08s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
  - Pages 73–76 in Chapter 4, "Reinforcement."
  - Pages 301–302 in Chapter 15, "Differential Reinforcement."
  - Pages 113–114 in Chapter 6, "Punishment."

- In your *Applied Behavior Analysis* text:
  - Read pages 263–271 in Chapter 11, "Positive Reinforcement."

◦ Review pages 38–39 in Chapter 2, "Basic Concepts."
◦ Review pages 329 and 330 in Chapter 14, "Positive Punishment."

Use the Capella University Library to read the following:

- Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. *Journal of Applied Behavior Analysis, 33*(3), 353–357.

u08s1 - Learning Components

- Describe examples of unconditioned, conditioned, and generalized reinforcers and punishers.

u08v1 - ABA Terminology Flashcards - Unit 8

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 8** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 8

u08v1 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u08a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

u08d1 - Primary and Secondary Reinforcers

We use reinforcement to increase appropriate behaviors. The effectiveness of reinforcement depends on an individual's preference. While some items or activities are preferred for some individuals, they may be aversive for others. When using positive reinforcement, we must ensure that the reinforcers we are presenting actually function as reinforcers. Also, keep in mind that just because you may like or enjoy something, it does not mean you will respond to gain access. One may like doing puzzles, but one may not be willing to run five miles to gain access to a puzzle.

- List five preferred items or activities that you enjoy.
- Categorize these five items or activities into primary or secondary reinforcers.
- Explain why each is an example of a primary reinforcer or a secondary reinforcer. What primary reinforcers are the secondary reinforcers likely paired with?
- If any are secondary reinforcers, speculate how they may have come to be secondary reinforcers. What were the primary reinforcers with which they may have been paired?

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u08d1 - Learning Components

- Distinguish between primary and secondary reinforcers.
- Identify real-life examples of primary and secondary reinforcers.

u08q1 - Quiz 8

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze concepts related to increasing and decreasing targeted behaviors.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 9 >> Extinction

Introduction

Extinction is another basic principle in behavior analysis that is important to understand in order to properly study behavior. Extinction is the process of withholding reinforcement for a previously reinforced behavior. Extinction occurs all the time in our natural environment. For example, if we go to work at a job where we were previously paid, and then we stopped getting paid, we would most likely stop going to work (if the paycheck was the only reinforcing consequence for going to work). If we turn on a faucet tap that previously produced water, but nothing comes out, we would eventually stop turning it. If we order food at a restaurant, but never receive it, we would stop going to that restaurant. If a behavior stops producing reinforcement, it will stop occurring.

We can use our knowledge of extinction to not only understand why a behavior no longer occurs but also to stop an undesired behavior from occurring in the future. Extinction has been used effectively in a wide range of settings, however its effectiveness depends on identifying reinforcing consequences and consistent application, which can be difficult. For behaviors to continue to occur, reinforcement must occur, at least occasionally. By completely eliminating the probability of reinforcement, the behavior will decrease.

In this unit, you will focus on operant extinction in all of your unit activities.

Instructional Activities

In this unit you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-09: Define and provide examples of operant extinction.

Learning Activities

u09s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
    - Pages 91–97 in Chapter 5, "Extinction."

- In your *Applied Behavior Analysis* text:
    - Read pages 582–590 in Chapter 24, "Extinction."
    - Review pages 31 and 32 in Chapter 2, "Basic Concepts and Principles."
    - Review pages 37 in Chapter 2, "Basic Concepts and Principles."

u09s1 - Learning Components

- Define the concept of extinction in the context of applied behavior analysis.

u09v1 - ABA Terminology Flashcards - Unit 9

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

- Click the linked **ABA Terminology Flashcards – Unit 9** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

u09v1 - Learning Components

- Define common terms used in the field of applied behavior analysis.

u09a1 - Extinction

There are various ways that a behavior analyst can reduce unwanted behaviors. Punishment was discussed earlier this quarter, but problem behavior can be decreased through a less aversive procedure called *extinction*. Extinction withholds reinforcement, rather than adding or removing a consequence. Extinction is another basic principle of behavior, and we explore it during this unit.

For this assignment:

- Write a paper explaining the concept of extinction. Be sure to explain how extinction relates to the presence or absence of reinforcement in your definition. Provide support for your explanation from your textbook.
- Present three real-world, detailed examples of how a behavior may be placed on extinction.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** Minimum of 1–2 scholarly or professional resources.
- **Length:** 2–3 double-spaced pages of content, in addition to the title page and references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Review the **Extinction Scoring Guide** to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

Applied Behavior Analysis (ABA) Research Guide

SafeAssign

ePortfolio

APA Style and Format

Writing Feedback Tool

u09a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

- Attending ICS by phone or Adobe Connect.
- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u09d1 - Operant Extinction

To keep behaviors in an individual's repertoire, reinforcement must occur. When reinforcement is discontinued, the behavior stops occurring. This process is called extinction.

Think of a behavior that you may have previously exhibited that no longer occurs, for example nail-biting. This is most likely due to the process of extinction.

- Describe the behavior that you no longer exhibit.
- Describe how the extinction contingency played a role in the discontinuation of this behavior.
- Describe extinction burst.
- Explain any bursts that may have occurred in your extinction contingency example.

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u09d1 - Learning Components

- Explain the concept of extinction in the context of applied behavior analysis.
- Describe a real-world example of how a behavior may reach extinction.

u09q1 - Quiz 9

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze concepts related to increasing and decreasing targeted behaviors.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central time.

- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 10 ›› Antecedents: MOs and SDs

Introduction

Antecedents, or the events that precede behavior, are important environmental variables in the study of behavior. In this unit, we focus on *discriminative stimuli* and *motivating operations*, both of which are antecedents to behavior. Discriminative stimuli are antecedents that signal reinforcement availability and motivating operations (MOs) address the reinforcing value of reinforcers.

According to Cooper, Heron, and Heward (2020), "What people do at any particular moment is at least partly a function of what they want at that moment" (p. 371). Behavior analysts have dramatically enhanced their effectiveness in changing behavior through their analysis and understanding of related motivating operations.

In this unit, you examine how motivating operations and stimulus control effect behavior.

Instructional Activities

In this unit, you will complete instructional activities through your participation in an ICS, a quiz, and formative multimedia activities. The BCBA/BCaBA Task List (5th ed.) elements covered during these activities include:

- B-10: Define and provide examples of stimulus control.
- B-12: Define and provide examples of motivating operations.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson.

Learning Activities

u10s1 - Studies

Readings

Use your textbooks to complete the following.

- In your *Behavior Modification* text, read:
    ◦ Pages 77–80 in Chapter 4, "Reinforcement."
    ◦ Pages 131–132 in Chapter 7, "Stimulus Control: Discrimination and Generalization."

- In your *Applied Behavior Analysis* text:
    ◦ Review pages 38–41 in Chapter 2, "Basic Concepts and Principles."
    ◦ Review pages 258 and 259 in Chapter 11, "Positive Reinforcement."
    ◦ Review pages 395–400 in Chapter 17, "Stimulus Control."
    ◦ Read pages 372–379 in Chapter 16, "Motivating Operations."

u10s1 - Learning Components

- Provide examples of stimulus control.
- Define the concept of motivating operations.

u10v1 - MO and SD Identification

Click the linked **MO and SD Identification** title above to launch the media. In this activity, you learn how to identify the motivating operation and discriminative stimulus within a series of short scenarios.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it to pass the course.

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

MO and SD Identification

u10v1 - Learning Components

• Identify the motivating operation and discriminative stimulus within a series of short scenarios.

u10v2 - ABA Terminology Flashcards - Unit 10

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program will provide you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

• Click the linked **ABA Terminology Flashcards – Unit 10** title above to launch the media and master your knowledge of the terms used in this unit.

Note: This media piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

An ABA Media Best Practices guide is located in the Resources. Follow the practices in this guide to have the best possible experience with the media and to make sure you get credit for this activity.

Course Resources

ABA Media Best Practices [DOCX]

ABA Terminology Flashcards - Unit 10

u10v2 - Learning Components

• Define common terms used in the field of applied behavior analysis.

u10a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to applied behavior analysis. Listen to the lecture, and then participate in the session by responding to any active student responding (ASR) questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

Instructor contact sessions are not graded, but you must attend and participate in seven out of 10 of these sessions in order to pass the course. Participation is defined as:

• Attending ICS by phone or Adobe Connect.
• Actively provide spoken or written input during instructor contact session.
• Respond to a majority of the ASR questions through polls in Adobe Connect.

If you are going to miss a session you must notify your instructor in advance. It is strongly recommended that you view the recordings of any sessions that you miss.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

Disability Services

Using Adobe Connect

Applied Behavior Analysis (ABA) Research Guide

u10d1 - Antecedent Stimuli

As a future ABA professional, it is important that you understand how motivating operations and discriminative stimuli effect behavior. When an individual is motivated for something and it is available, behaviors are likely to occur. Motivating operations can be contrived so that reinforcement is valuable. Discrimination training can occur such that an individual understands a stimulus is available when a particular stimulus is present.

- Explain the similarities and differences between motivation operations and discriminative stimuli.
- Give one example of an MO and one example of an S^D.
- Based on what you have learned, describe how behavior analysts can contrive MOs to change behavior.

Response Guidelines

Read the posts of your peers and respond to two. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with and why? Are there areas that are not clear? Did the post spark questions that you would like to ask your peer? In this, and in all of your courseroom posts, be sure to keep your tone scholarly, respectful, and professional.

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u10d1 - Learning Components

- Distinguish between motivation operations and discriminative stimuli.
- Describe real-world examples of motivation operations and discriminative stimuli.

u10q1 - Quiz 10

This quiz covers elements from the BCBA/BCaBA Task List (5th ed.) in this unit. This quiz will help you and your instructor to assess your learning gains and mastery of the relevant learning objectives and the following course competencies:

- Analyze concepts related to increasing and decreasing targeted behaviors.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Friday at 11:59 p.m. Central time.
- Do not start the quiz until you are fully prepared to complete it (that is, all unit study activities must be completed). The quiz must be completed without referring to reading materials, study aids (for example, flash cards), or notes. A dictionary is permitted to check spelling, however a glossary is not permitted. Contact with other learners or any informant is expressly prohibited during a quiz.
- There is no time limit for this or any other courseroom quizzes.
- You may retake this quiz up to a maximum of three attempts. If you have any incorrect answers, this allows you to study related content before the next quiz attempt. The average of your scores will be recorded as your grade.