

Syllabus

Course Overview

In this introductory course, we dive deeper into the concepts and principles of applied behavior analysis (ABA). You will learn about how behavior is defined, stimulus and response classes, motivating operations (MOs), discriminative stimuli (S^ds), and other ways the environment is classified in the field of behavior analysis. This course also covers B. F. Skinner's analysis of verbal behavior. Activities are designed to help you gain an understanding of the basic verbal operants.

Instructional Activities

Throughout all of your ABA 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.): Concepts and Principles.

To see the task list items addressed in each of the ABA courses, click [Behavior Analyst Tasks](#).

To pass this course, you must complete 100 percent 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 ICSs 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) 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 ICS. 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 one. 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 DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

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

- 1 Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.
- 2 Analyze the principles of behavior associated with response rates and stimulus control.
- 3 Analyze the basic verbal operants and associated principles outlined in Skinner's analysis of verbal behavior.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Co-requisite PSY7708

Syllabus >> Course Materials

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. Visit the Using Adobe Connect support page for further instruction. **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.

- Hayes, L. J., & Fryling, M. J. (2015). [A historical perspective on the future of behavior science](#). *The Behavior Analyst*, 38(2), 149–161.
- Hayes, S. C. (Ed.). (1989). *Rule-governed behavior: Cognition, contingencies, and instructional control*. Boston, MA: Springer.
- Kim, D., Seitz, A. R., & Watanabe, T. (2015). [Visual perceptual learning by operant conditioning training follows rules of contingency](#). *Visual Cognition*, 23(1/2), 147–160.
- Lovett, S., Rehfeldt, R. A., Garcia, Y., & Dunning, J. (2011). [Comparison of a stimulus equivalence protocol and traditional lecture for teaching single-subject designs](#). *Journal of Applied Behavior Analysis*, 44(4), 819–833.
- Nosik, M. R., & Carr, J. E. (2015). [On the distinction between the motivating operation and setting event concepts](#). *The Behavior Analyst*, 38(2), 219–223.
- Poling, A. (2010). [Looking to the future: Will behavior analysis survive and prosper?](#). *The Behavior Analyst*, 33(1), 7–17.
- Tarbox, J., Zuckerman, C. K., Bishop, M. R., Olive, M. L., & O'Hara, D. P. (2011). [Rule-governed behavior: Teaching a preliminary repertoire of rule-following to children with autism](#). *The Analysis of Verbal Behavior*, 27(1), 125–139.

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.

- Frank, H. B. (2018). Extinction: It's as simple as withholding the functional reinforcer . . . Or, is it?. *Behavioral Science in the 21st Century*. Retrieved from <http://www.bsci21.org/extinction-its-as-simple-as-withholding-the-functional-reinforcer-or-is-it/>

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 >> Back to Behavior

Introduction

B. F. Skinner defined behavior in his 1938 book, *The Behavior of Organisms*, as "the movement of an organism or its parts in a frame of reference provided by the organism or by various external objects or fields" (p. 6). In lay terms, behavior is anything an organism does. Behavior is not just something an individual may do that is undesirable, such as hitting or kicking. As you will learn about in your unit readings, a perfect definition of behavior is still something that is being debated and pursued in our field.

Stimuli are environmental events that impact behavior. For example, the open sign on a donut shop may be a stimulus in the environment that signals donuts are available. A stimulus class is a group of stimuli that share some elements. Stimulus classes may be defined by their function (what they do to behavior), temporally (when they occur), or by similar physical features.

In this unit, you will further explore these basic concepts of behavior, stimuli, and stimulus classes. You will learn to define behaviors commonly encountered and those behaviors that may eventually be targeted for change. You also start to identify and categorize stimuli and stimulus classes.

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

Skinner, B. F. (1938). *The behavior of organisms*. New York, NY: Appleton-Century-Crofts.

Learning Activities

u01s1 - Studies

Readings

Read the following:

- [Learner Expectations](#) page for important information about your success in this course.
- [Professional Communications and Writing Guide \[PDF\]](#). 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 *Behavior Modification* text to read the following:

- Chapter 1, "Introduction to Behavior Modification," pages 1–16.

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

- Pages 67–70 in Chapter 3, "Selecting and Defining Target Behaviors."

Use the Capella University Library to read the following:

- Hayes, L. J., & Fryling, M. J. (2015). [A historical perspective on the future of behavior science](#). *The Behavior Analyst*, 38(2), 149–161.

u01s1 - Learning Components

- Describe the basic concepts of applied behavior analysis.
- Define the concept of behavior from a behavior analytic perspective.

u01v1 - B. F. Skinner: A Fresh Appraisal – Part 1

Click the linked **B. F. Skinner: A Fresh Appraisal – Part 1** title above to launch the media. In this activity, you will learn more about Skinner, his influences, and his early work.

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 \[DOCX\]](#)

[B. F. Skinner: A Fresh Appraisal – Part 1](#)

u01v1 - Learning Components

- Explain the influence of B. F. Skinner on the field of applied behavior analysis.

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 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 five separate assignments that require you to analyze the principles, processes, and concepts used in the field of ABA.

- Unit 2: Defining Behavior.
- Unit 3: MOs and S^ds.
- Unit 5: Reinforcement Schedules.
- Unit 8: The Power of Manding.
- Unit 9: Identifying Verbal Operants.

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

Note: Your Defining Behavior assignment, due in Unit 2, requires that you observe someone for half an hour and identify three behaviors of interest that could be selected for behavior modification. Take some time in this unit to identify someone to observe.

Library Resource

To help you with any research related to these assignments, the Capella University Library has prepared this [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 websites.

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 DisabilityServices@Capella.edu to request accommodations.

u01a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u01d1 - The Language of Behavior

A common phrase used in everyday language from those unfamiliar with the field of behavior analysis is "he had so many behaviors yesterday." This generally is suggesting that the individual engaged in a high frequency, duration, or occurrence of challenging behavior.

- What is the problem with using that type of language?
- Why is it important to be more specific when describing behaviors we encounter?

Response Guidelines

Read the posts of your peers and respond to one. 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

- Define the concept of behavior from a behavior analytic perspective.

u01q1 - Quiz 1

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 competency:

- **Competency 1:** Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.

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 2 >> Behaviors and Classes

Introduction

Human behavior can be viewed as a large set of behaviors or as individual responses. It is important to understand the different classifications of behaviors and responses to have a meaningful understanding of how behaviors can be changed. In this unit, you will learn about the differences and similarities between response and stimulus classes. You will examine the process and complexities of developing stimulus control through a discussion of respondent and operant conditioning, and the use of real-world examples.

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.

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

Learning Activities

u02s1 - Studies

Readings

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

- Pages 25–28 in Chapter 2, “Basic Concepts and Principles.”

u02s1 - Learning Components

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

u02v1 - B. F. Skinner: A Fresh Appraisal – Part 2

Click the linked **B. F. Skinner: A Fresh Appraisal – Part 2** title above to launch the media. In this activity, you will learn more about Skinner's later work and how it affects the field of psychology today.

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]

[B. F. Skinner: A Fresh Appraisal – Part 2](#)

u02v1 - Learning Components

- Explain the influence of B. F. Skinner on the field 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 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 2](#)

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

u02a1 - Defining Behavior

Clear and operationally defined behaviors are important for the field of behavior analysis for several reasons. Clear definitions are necessary to replicate findings and to determine the accuracy of data. This replication and accuracy are key factors in providing the field with solid research. After developing observable and measurable behavior definitions, we can begin to take a deeper look at the environmental variables that influence those behaviors and categorize those behaviors in a meaningful way.

There are two parts to this assignment.

First, you need to observe someone for half an hour and identify three behaviors of interest that could be selected for behavior modification. To avoid reactivity, attempt to keep the observation as discrete as possible without informing the subject that he or she is being observed. Some examples of potential behaviors could include:

- Observing your child wiping his nose on his sleeve.
- Observing a TV character telling inappropriate jokes.
- Observing a friend bite her nails.

After your observation is complete, write a paper using APA style in which you:

- Define operationally the behaviors you chose.
- Describe the environmental contingencies surrounding each behavior (antecedents and consequences).
- Identify if the behavior belongs to either a functional or topographical response class. Provide a rationale for each of your choices.

Next:

- Define topographical and functional response classes.
- Analyze the differences and similarities between a response class and a stimulus class.
- Provide an example for both terms—stimulus class and response class.

Assignment Requirements

Your assignment should meet the following 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:** 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.

Refer to the Defining Behavior 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

[APA Style and Format](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[SafeAssign](#)

u02a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u02d1 - The Role of Stimuli

Stimuli play an important role in the behaviors we demonstrate on a daily basis. Through the processes of reinforcement and punishment, we can observe how the addition or removal of stimuli can impact the future occurrence of behavior. A painful stimulus can be involved in positive punishment and negative reinforcement, and a desired stimulus can be involved in negative punishment and positive reinforcement.

- Share an example from your own life of how a stimulus played an important role in influencing your behavior, either through reinforcement or punishment, and explain the process in detail.
- Provide one example of a stimulus class.

Response Guidelines

Read the posts of your peers and respond to one. 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

u02d1 - Learning Components

- Provide an example of how a stimulus can influence behavior.
- Provide an example of a stimulus class.

u02q1 - Quiz 2

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 competency:

- Competency 1: Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.

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 >> Antecedents: Sds and MOs

Introduction

Antecedents play a major role in the analysis of behavior. In your first ABA course, you were introduced to the basic concepts of S^ds and MOs.

In this course, you will further explore the different types of MOs. You will describe and provide examples of different types of MOs including establishing operations (EOs), abolishing operations (AOs), unconditioned motivating operations, (UMOs), conditioned motivating operations (CMOs), reflexive conditioned motivating operations (CMO-Rs), surrogate conditioned motivating operations (CMO-Ss), and transitive conditioned motivating operations (CMO-Ts).

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-11: Define and provide examples of discrimination, generalization, and maintenance.
- B-12: Define and provide examples of motivating operations.

Learning Activities

u03s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 7, "Stimulus Control: Discrimination and Generalization," pages 127–142.

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

- Pages 372–392 in Chapter 16, "Motivating Operations."

Use the Capella library to read the following:

- Nosik, M. R., & Carr, J. E. (2015). On the distinction between the motivating operation and setting event concepts. *The Behavior Analyst*, 38(2), 219–223.

u03s1 - Learning Components

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

u03v1 - What Type of MO?

Click the linked **What Type of MO?** title above to launch the media. In this activity, you will work through a series of scenarios and practice identifying the antecedent, the stimulus control, and the motivating operation.

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 \[DOCX\]](#)

[What Type of MO?](#)

u03v1 - Learning Components

- Identify the antecedent, the stimulus control, and the motivating operation in a scenario.

u03v2 - 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 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 3](#)

u03v2 - Learning Components

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

u03a1 - MOs and Sds

Antecedents are stimuli that occur before a behavior and can influence behaviors. MOs and S^ds are types of antecedents that play an important role in the occurrence of behaviors. Understanding the impact of these antecedents allows behavior analysts to manipulate these variables and influence client behavior in a meaningful way.

For this assignment, use the template Motivating Operations and Discriminative Stimuli given in the resources. This template has a column for similarities and one for differences. In a bulleted format, fill in your analysis of the two concepts, placing similarities in the left column and differences in the right column.

Below the table:

- Identify and describe three real situations from your environment or experience (please identify MOs and S^ds in each of your examples).
- Identify the relevant antecedent variables and explain how they operate as either an MO or a S^d.

Assignment Requirements

Your assignment should meet the following 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:** 1–2 scholarly or professional resources. Resources should include the course text and a combination of seminal works.
- **Length:** 3–4 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.

Please refer to the MOs and S^ds 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

[APA Style and Format](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[ePortfolio](#)

[Motivating Operations and Discriminative Stimuli \[DOC\]](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u03a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u03d1 - Antecedents

Antecedents are events that occur before a target behavior. This discussion encourages you to explore the role of antecedents in promoting behavioral change. For this discussion, post a substantive response to the following discussion questions:

- Why are antecedents important in understanding operant behaviors and controlling respondent behaviors?
- How do respondent and operant behavior occur together?
 - For example, in the case of a student's fear of public speaking. Or think of your own original example.

Response Guidelines

Read the posts of your peers and respond to one. 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.

Psychology Attributes and Evaluation of Discussion Contributions

u03d1 - Learning Components

- Explain the importance of antecedents in understanding operant behaviors and controlling respondent behaviors.
- Explain the relationship between respondent and operant behaviors in a particular situation.

u03q1 - Quiz 3

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:

- Competency 1: Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.
- Competency 2: Analyze the principles of behavior associated with response rates and stimulus control.

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.

Introduction

To fully understand the concept of a stimuli, it is important to be able to discriminate one stimulus from other stimuli and to be able to identify all variations of those stimuli. This unit teaches the concepts of *stimulus discrimination* and *stimulus generalization* and how they are used to develop stimulus control.

In this unit, you will learn more about S^d s and how they are established. You will also learn about *Sdeltas*, which are stimuli present when a response is not reinforced. For example, a rat is placed in a Skinner box and a food pellet (reinforcer) is delivered only when a green light is on and not when the red light is on. The green light is a S^d while the red light is the Sdelta. This unit also introduces the concept of *generalization*. Generalization is an important process in the formation of stimulus control.

Once stimulus control has been achieved, it must be maintained over time. *Maintenance* is an important strategy for developing a meaningful understanding of stimuli and maintain behavior change over time. Finally, in this unit, you will learn strategies for assessing maintenance.

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-11: Define and provide examples of discrimination, generalization, and maintenance.

Learning Activities

u04s1 - Studies

Readings

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

- Chapter 30, "Generalization and Maintenance of Behavior Change," pages 714–753.

Use the Capella library to read the following:

- Poling, A. (2010). Looking to the future: Will behavior analysis survive and prosper?. *The Behavior Analyst*, 33(1), 7–17.

u04s1 - Learning Components

- Identify examples of discrimination, generalization, and maintenance.

u04v1 - Generalization Gradient

Click the linked **Generalization Gradient** title above to launch the media. The generalization gradient is used to study generalization and discrimination. It shows the relationship between the degree of change in the original conditioning stimulus and response strength. In this activity, you work through a series of scenarios to further your understanding of the concepts of discrimination and generalization.

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]

[Generalization Gradient](#)

u04v2 - 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 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](#)

u04v2 - 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 ABA. Listen to the lecture, and then participate in the session by responding to any ASR questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u04d1 - Sds and Sdeltas

In our daily lives, we encounter all kinds of stimuli that can influence our behavior. We learn from our past experiences which stimuli signal that reinforcement is available (S^ds) and which warn that reinforcement will be withheld if we choose to engage in certain behaviors (Sdeltas).

- Describe two examples of S^ds and two examples of Sdeltas that you may encounter throughout your day.
 - Be sure to explain how each function as an S^d or Sdelta.

Response Guidelines

Read the posts of your peers and respond to one. Your response should be substantive and demonstrate your understanding of the material. What aspects of the post do you like or agree with? 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

- Describe real-world examples of discriminative stimuli.
- Describe real-world examples of stimulus deltas.

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 competency:

- Competency 1: Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.

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 >> Response Rates and Schedules of Reinforcement

Introduction

Reinforcement is a cornerstone of behavior change. The delivery of a reinforcing consequence can have a great impact on the strength of the behavior and whether that behavior will continue to be exhibited. Schedules of reinforcement determine which responses will be followed by the reinforcer. Choosing the appropriate schedule for each behavior is one important tool in helping clients develop socially significant behaviors. This unit defines and provides examples of reinforcement contingencies and schedules of reinforcement. As each reinforcement schedule is discussed, expected response rates for each schedule provide a rationale for when each type of schedule can be most valuable.

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-04: Define and provide examples of positive and negative reinforcement contingencies.
- B-05: Define and provide examples of schedules of reinforcement.

Learning Activities

u05s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Pages 81–88 in Chapter 4, "Reinforcement."

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

- Chapter 13, "Schedules of Reinforcement," pages 301–321.

u05s1 - Learning Components

- Identify different types of schedules of reinforcement.
- Identify key elements of positive reinforcement, negative reinforcement, and other reinforcement-based behavioral processes.

u05v1 - Graphing Reinforcement Schedules

Click the linked **Graphing Reinforcement Schedules** title above to launch the media. Schedules of reinforcement are a critical component in developing and maintaining appropriate behaviors. Each reinforcement schedule produces different rates of responding, which can be identified by analyzing graphs of behavior rates. In this activity, you practice identifying different types of reinforcement schedules.

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 \[DOCX\]](#)

[Graphing Reinforcement Schedules](#)

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 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 - Reinforcement Schedules

Reinforcement is the cornerstone of behavior analysis. How frequently (or not frequently) reinforcement is delivered has a large impact on how quickly one may respond. This is the case for all behavior. For example, someone who sells cars may be paid on a fixed interval schedule (every two weeks regardless of how many cars are sold) or fixed ratio schedule (100 dollars for every car sold). As you can imagine, based on the pay schedule, the response rate of car selling by the individual who is paid every two weeks, regardless of the number of cars, is likely to be much lower than that of the individual who is paid per car sold. This type of reinforcement schedule and rate of responding translates the same for when you may be teaching a client a skill. Choosing the appropriate reinforcement schedule allows us to support our clients in achieving those successes.

For this assignment, write a paper that includes the following:

- Describe the main types of reinforcement schedules (fixed interval, fixed ratio, variable ratio, and variable interval).
- Explain how each schedule works to evoke a behavior and the type of responding that results.
- Describe how you would use this information on response rates and reinforcement schedules to evoke a behavior in your personal or professional life.
- Analyze why you would choose a particular reinforcement schedule for that particular behavior.

Assignment Requirements

Your assignment should meet the following 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:** 1–2 scholarly or professional resources.
- **Length:** 3–4 double-spaced pages, excluding 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 Reinforcement Schedules 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

[APA Style and Format](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u05a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u05d1 - Visual Representations of Response Rates

Choosing when to deliver reinforcement is an important factor that can impact how quickly clients master skills. Understanding the different response rates can assist behavior analysts in deciding the most appropriate reinforcement schedule.

- Describe how a response rate looks on a graph for each of the following reinforcement schedules: variable ratio, variable interval, fixed ratio, and fixed interval.
- Describe a mnemonic device you may use to remember how each of these graphs would look.
- Provide one example of a behavior that would benefit from each of the different types of reinforcement schedules.

Response Guidelines

Read the posts of your peers and respond to one. 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

- Describe the main types of reinforcement schedules.
- Provide examples of the main types of reinforcement schedules.

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:

- Competency 1: Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.
- Competency 2: Analyze the principles of behavior associated with response rates and stimulus control.

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 >> Rule-Governed and Contingency-Shaped Behavior

Introduction

Our behavior is shaped by contingencies of reinforcement and punishment that we encounter in our daily lives. However, not all of our behaviors are shaped directly by contingencies. Rule-governed behaviors are behaviors that have developed out of contact with rules that are provided as an expectation to be followed. In these cases, humans change their behavior to follow the rules that were provided by some authority rather than having to personally experience the contingencies. This unit addresses and provides examples of rule-governed and contingency-shaped 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-13: Define and provide examples of rule-governed and contingency-shaped behavior.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Hayes, S. C. (Ed.). (1989). *Rule-governed behavior: Cognition, contingencies, and instructional control*. Boston, MA: Springer.
 - Pages 110–115 in Chapter 3, "Rule-Governed Behavior in Behavior Analysis."
 - Pages 119–124 and 146–149 in Chapter 4, "An Experimental Analysis of Rule-Governed Behavior."
 - Pages 153–155 in Chapter 5, "The Verbal Action of the Listener as a Basis for Rule-Governance."
 - Pages 202–209 in Chapter 6, "Rule-Following."
- Kim, D., Seitz, A. R., & Watanabe, T. (2015). *Visual perceptual learning by operant conditioning training follows rules of contingency*. *Visual Cognition*, 23(1/2), 147–160.
- Tarbox, J., Zuckerman, C. K., Bishop, M. R., Olive, M. L., & O'Hara, D. P. (2011). *Rule-governed behavior: Teaching a preliminary repertoire of rule-following to children with autism*. *The Analysis of Verbal Behavior*, 27(1), 125–139.

u06s1 - Learning Components

- Define rule-governed and contingency-shaped behavior.

u06v1 - Developing Behavior: Rules Verses Contingencies

Click the linked **Developing Behavior: Rules Verses Contingencies** title above to launch the media. Our behavior is determined by many different influences in our environment. Some behaviors are developed through personal experience with contingencies in our environment, while other behaviors are developed through an understanding of rules put in place by some type of authority. In this activity, you work through a series of scenarios and practice identifying whether a behavior is rule governed or contingency shaped.

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 \[DOCX\]](#)

[Developing Behavior: Rules Versus Contingencies](#)

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 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 6](#)

u06v2 - Learning Components

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

u06a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u06d1 - Contingency-Shaped versus Rule-Governed Behavior

As children, we are taught the rules to follow for many different situations. Despite knowing these rules, there are some lessons we must learn through personal experience (contingency shaped).

- Provide a minimum of two real-world examples of both contingency-shaped behavior and rule-governed behavior.
- Think about your daily behavior and determine if it is primarily rule-governed or contingency-shaped behavior. Explain your rationale.

Response Guidelines

Read the posts of your peers and respond to one. 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

- Provide examples of rule-governed behavior.
- Provide examples of contingency-shaped behavior.

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 competency:

- Competency 1: Distinguish the principles of behavior analysis associated with increasing and decreasing behavior.

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 >> Extinction

Introduction

When observing the behavior of clients, we often see behaviors that are considered disruptive or challenging. These behaviors are interfering with the client's ability to learn or interact successfully with peers and the environment. The process of extinction can be used to decrease or eliminate these challenging behaviors. Extinction is a basic principle of behavior and is supported by years of basic and applied research demonstrating its effectiveness. Having a strong understanding of extinction is very important to know how to apply it. In this unit, you will further explore the basic principle of extinction and its side effects.

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

u07s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 5, "Extinction," pages 91–102.

Use the Internet to read the following:

- Frank, H. B. (2018). Extinction: It's as simple as withholding the functional reinforcer . . . Or, is it?. *Behavioral Science in the 21st Century*. Retrieved from <http://www.bsci21.org/extinction-its-as-simple-as-withholding-the-functional-reinforcer-or-is-it/>

u07s1 - Learning Components

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

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 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.

u07a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.

- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u07d1 - Extinction Side-Effects

Extinction is a procedure that allows us to decrease or completely remove behaviors by withholding reinforcement. This procedure can be extremely effective; however, it is important to consider the potential side effects before deciding if this is the right approach for any behavior.

- Describe the side effects of extinction.
- Explain how these side effects may be beneficial or problematic to one's life.
- Justify your explanation.

Response Guidelines

Read the posts of your peers and respond to one. 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

u07d1 - Learning Components

- Explain the side-effects of extinction.

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 competency:

- Competency 2: Analyze the principles of behavior associated with response rates and stimulus control.

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 >> Verbal Behavior: Mands and Tacts

Introduction

To improve socially significant behavior, you must focus on human behavior. According to Cooper, Heron, and Heward (2007), "one of the socially significant aspects of human behavior involves verbal behavior" (p. 527). In this course, you are introduced to the analysis of verbal behavior, which was first theorized by B. F. Skinner in 1934. In this unit, you will familiarize yourself with the terminology associated with this topic, including Skinner's elementary verbal operants.

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-14: Define and provide examples of the verbal operants.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Learning Activities

u08s1 - Studies

Readings

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

- Pages 412–423 in Chapter 18, "Verbal Behavior."
- Pages 436–437 in Chapter 18, "Verbal Behavior."

u08s1 - Learning Components

- Define different kinds of verbal operants.
- Provide examples of different kinds of verbal operants.

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 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](#)

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

u08a1 - The Power of Manding

Yasmine is a three-year-old girl who was diagnosed with autism at the age of two. She has never had functional language and exhibits frequent tantrums in the form of screaming, dropping to the ground, and kicking her feet. Yasmine recently began attending an ABA center and is your new client. Yasmine's parents want her therapist to focus on teaching her to label items and identify her letters and numbers.

In this assignment, write a paper responding to Yasmine's parents and include the following:

- Analyze the importance of teaching manding skills to Yasmine first.
 - What are the benefits of teaching mands?
 - How can teaching mands lead to developing skills in other areas of development?
- Explain the relationship between manding and challenging behaviors.

Be sure to provide your responses in a way that is respectful and supportive to Yasmine's parents.

Assignment Requirements

Your assignment should meet the following 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:** 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.

Refer to The Power of Manding 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

[APA Style and Format](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u08a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u08d1 - Development of Verbal Behavior

Skinner began working on a behavioral analysis of language in 1934. In 1957, Skinner was able to fill in the details of his published book *Verbal Behavior*, which proved to be his most important work. Although this work was extremely significant, it had a slow appreciation.

- Discuss the reasons why there was such a slow appreciation for B. F. Skinner's work on his published book *Verbal Behavior*.
- Discuss how you would feel on being approached with a new strategy that had little empirical evidence but a lot of promise, given the lack of research on verbal behavior at the time of Skinner's publication.

Response Guidelines

Read the posts of your peers and respond to one. 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

- Explain why there was a slow acceptance of B. F. Skinner's verbal behavior work.
- Explain the importance of empirical evidence when assessing the value of a particular strategy.

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 competency:

- Competency 3: Analyze the basic verbal operants and associated principles outlined in Skinner's analysis of verbal behavior.

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 >> Verbal Behavior: Intraverbals and Echoics

Introduction

Skinner's analysis of verbal behavior is very important in the science of behavior. The analysis of verbal behavior has led to techniques in ABA that increase functional language in learners. Functional language naturally increases independence, resulting in socially significant behaviors. In this unit, you will take a deeper look at verbal behavior through more detailed examples and explanations of Skinner's verbal operants.

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-14: Define and provide examples of the verbal operants.

Learning Activities

u09s1 - Studies

Readings

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

- Pages 438–442 in Chapter 18, "Verbal Behavior."

u09s1 - Learning Components

- Define different kinds of verbal operants.
- Provide examples of different kinds of verbal operants.

u09v1 - Verbal Operant Identification

Click the linked **Verbal Operant Identification** title above to launch the media. In this activity, you learn how to identify four of B. F. Skinner's elementary verbal operants—mand, tact, echoic, and intraverbal.

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]

Verbal Operant Identification

u09v1 - Learning Components

- Identify different types of verbal operants.

u09v2 - 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 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 9](#)

u09v2 - Learning Components

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

u09a1 - Identifying Verbal Operants

In 1957, B. F. Skinner wrote the book *Verbal Behavior* in which he analyzed language based on the same environmental principles of behavior that he previously used to analyze nonverbal behavior. That analysis resulted in a classification system that allows for identification of different types of language. Based on this system, the elementary verbal operants originated, which include mands, tacts, echoic, and intraverbal (Sundberg, 1998). This assignment allows you to further solidify your understanding on this classification system.

To complete this assignment, write an APA-formatted paper in which you:

- Review the examples in the grid below and identify which verbal operant (mands, tacts, echoic, and intraverbal) is being presented. Either copy and paste the table into or recreate the grid in your paper. Fill in the third column.
- Define each of the four verbal operants and justify the answers you provided. Why did you choose the verbal operant that you did?
- Provide your own example of each verbal operant in narrative form.
- Explain why it is beneficial for learners to increase their mand, tact, echoic and intraverbal repertoire, and any limitations to increasing each repertoire.

Verbal Operant Grid

As a result of...	One has a tendency to...	Verbal Operant
Wanting a drink	Say, "I want water!"	
"How are you doing?"	Say, "I'm fine!"	
Seeing an airplane	Say, "Look, a plane!"	
Hearing "apple"	Says, "apple"	

Be sure to support your choices with the unit readings and other scholarly resources.

Assignment Requirements

Your assignment should meet the following 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:** 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.

Refer to the Identifying Verbal Operants 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.

Reference

Sundberg, M. L. (1998). Realizing the potential of Skinner's analysis of verbal behavior. *Analyzing Verbal Behavior*, 15, 143–147.

Course Resources

[APA Style and Format](#)

[Applied Behavior Analysis \(ABA\) Research Guide](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u09a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u09d1 - Understanding the Operants

A solid understanding of the verbal operants is an important foundation for helping clients develop and maintain their skill sets. While this information is important, it can also be challenging to grasp all the concepts of verbal behavior.

- Which aspects of the analysis of verbal behavior are easier for you to grasp and why?
- Which basic operants or aspects of the analysis of verbal behavior are a bit more challenging for you to understand?
- Which verbal operants do you think would be more challenging to teach young children or individuals with autism spectrum disorder? Why do you think that is?

Response Guidelines

Read the posts of your peers and respond to one. 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

- Define the key aspects of verbal behavior analysis.
- Compare different kinds of verbal operants.

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 competency:

- Competency 3: Analyze the basic verbal operants and associated principles outlined in Skinner's analysis of verbal behavior.

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 >> Stimulus Equivalence

Introduction

When teaching clients or students new behaviors and stimuli, it is impossible to teach labels and functions to every possible stimulus that a client may encounter. To be successful in the natural environment, students must learn to respond appropriately when they encounter new stimuli or situations. According to Cooper, Heron, and Heward (2007), "stimulus equivalence is the emergence of accurate responding to untrained and nonreinforced stimulus-stimulus relations following the reinforcement of responses to some stimulus-stimulus relations" (p. 398).

This unit will describe and provide examples of stimulus equivalence and discuss tests for stimulus equivalence.

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-15: Define and provide examples of derived stimulus relations.

Reference

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Learning Activities

u10s1 - Studies

Readings

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

- Pages 497–508 in Chapter 20, "Engineering Emergent Learning with Nonequivalence Relations."

Use the Capella library to read the following:

- Lovett, S., Rehfeldt, R. A., Garcia, Y., & Dunning, J. (2011). Comparison of a stimulus equivalence protocol and traditional lecture for teaching single-subject designs. *Journal of Applied Behavior Analysis*, 44(4), 819–833.

u10s1 - Learning Components

- Provide examples of derived stimulus relations.

u10v1 - Stimulus Equivalence Procedures

Click the linked **Stimulus Equivalence Procedures** title above to launch the media. In this activity, you develop a deeper understanding of stimulus equivalence and discriminate between reflexivity, symmetry, and transitivity.

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]

Stimulus Equivalence Procedures

u10v1 - Learning Components

- Discriminate between reflexivity, symmetry, and transitivity.

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 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 ABA. Listen to the lecture, and then participate in the session by responding to any ASR questions through polls, participating in small breakout groups, and engaging in discussions with your peers and instructor in the chat area.

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

- Attending ICS by phone or Adobe Connect.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs 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 DisabilityServices@Capella.edu to request accommodations.

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u10d1 - Stimulus Equivalence

Consider an intervention that uses stimulus equivalence training to help a brain-injured woman to be able to remember a name by speaking the name, visually seeing it written down, and then seeing a picture of the person whose name they are learning.

- Describe in detail which example of stimulus equivalence this intervention is using and explain why you chose that option.
- Provide one example for each of the other two ways to test for stimulus equivalence.

Response Guidelines

Read the posts of your peers and respond to one. 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

- Discriminate between different versions of stimulus equivalence.
- Develop an example of a particular kind of stimulus equivalence.

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 competency:

- Competency 3: Analyze the basic verbal operants and associated principles outlined in Skinner's analysis of verbal behavior.

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.

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