

Syllabus

Course Overview

In this course, you will learn about two very important elements in applied behavior analysis (ABA): measurement and research. As you are now aware, one of the essential dimensions of ABA is repeated measurement of behavior to evaluate changes over time. In this course, you will learn about different ways behavior is measured and under what conditions certain types of measurement should be used. You will practice defining behavior so that the behavior can be measured as well as practice collecting data. This course will also cover research in ABA and focus on commonly used experimental methods, single-subject design (SSD), for conducting research in ABA. You will be able to understand the types of SSDs used, advantages and disadvantages of those designs, and how to determine if research is valid and if it demonstrates experimental control.

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.): measurement, data display, and interpretation and experimental design.

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 will be 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 Zoom and accessed through a link that is provided in the courseroom. Once logged in to Zoom, you are expected to participate in the ICS by:

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

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.

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

You may choose to attend an ICS using an app on your phone or tablet. However, if you choose to attend in this way, you must ensure that 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 Zoom room.

Unit Discussions

You are required to post your answer to each discussion question. Additionally, you are expected to read the initial discussion posts of your peers and respond to at least 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.

Synchronous Meetings

This course requires synchronous meetings. Please visit the [Using Zoom](#) page on Campus for more information.

Course Competencies

(Read Only)

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

- 1 Apply techniques of behavioral measurement and data display.
- 2 Discriminate features of single-subject experimental designs based on current research in the field.
- 3 Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

PSY7708, PSY7709, co-requisite PSY7710

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

Barlow, D. H., Nock, M. K., & Hersen, M. (2009). *Single case experimental designs: Strategies for studying behavior change* (3rd ed.). Boston, MA: Pearson Education. ISBN: 9780205474554.

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.

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.

- Carr, E. G., Newsom, C. D., & Binkoff, J. A. (1980). [Escape as a factor in the aggressive behavior of two retarded children](#). *Journal of Applied Behavior Analysis*, 13(1), 101–117.
- Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Lik, N. M. K., Garcia, Y., & Rosales, R. (2009). [Creating single-subject design graphs in Microsoft Excel 2007](#). *Journal of Applied Behavior Analysis*, 42(2), 277–293.
- Sanson-Fisher, R. W., Poole, A. D., & Dunn, J. (1980). [An empirical method for determining an appropriate interval length for recording behavior](#). *Journal of Applied Behavior Analysis*, 13(3), 493–500.

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.

- [Microsoft Support](http://support.microsoft.com/). (n.d.). Retrieved from <http://support.microsoft.com/>

Suggested

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

Optional

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

Library

The following optional readings may be available in the Capella University Library. 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. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- DeVries, J. E., Burnette, M. M., & Redmon, W. K. (1991). [AIDS prevention: Improving nurses' compliance with glove wearing through performance feedback](#). *Journal of Applied Behavior Analysis*, 24(4), 705–711.
- Goldstein, H., Kaczmarek, L., Pennington, R., & Shafer, K. (1992). [Peer-mediated intervention: Attending to, commenting on, and acknowledging the behavior of preschoolers with autism](#). *Journal of Applied Behavior Analysis*, 25(2), 289–305.
- Hall, R. V., Fox, R., Willard, D., Goldsmith, L., Emerson, M., Owen, M., . . . Porcia, E. (1971). [The teacher as observer and experimenter in the modification of disputing and talking out behaviors](#). *Journal of Applied Behavior Analysis*, 4(2), 141–149.
- Hartmann, D. P., & Hall, R. V. (1976). [The changing criterion design](#). *Journal of Applied Behavior Analysis*, 9(4), 527–532.
- Leitenberg, H. (1973). The use of single-case methodology in psychotherapy research. *Journal of Abnormal Psychology*, 82(1), 87–101.
- Twardosz, S., & Sajwaj, T. (1972). [Multiple effects of a procedure to increase sitting in a hyperactive, retarded boy](#). *Journal of Applied Behavior Analysis*, 5(1), 73–78.
- Walker, H. M., & Buckley, N. K. (1968). [The use of positive reinforcement in conditioning attending behavior](#). *Journal of Applied Behavior Analysis*, 1(3), 245–250.

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) <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) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Behavior Measurement

Introduction

As behavior analysts, we rely on data collection to drive our treatment decisions. In this unit, you will discuss the importance of using clear and objective operational definitions of behavior. The unit will also address the different types of measurement procedures and how to appropriately utilize each of these data collection methods. While data collection is important, if the data being collected are not valid and reliable, the treatment decisions based on that data will fail to produce meaningful behavior changes in clients. This unit details how to evaluate the validity and reliability of measurement procedures to ensure the trustworthiness of the data collected.

Instructional Activities

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

- C-01: Establish operational definitions of behavior.
- C-02: Distinguish among direct, indirect, and product measures of behavior.
- C-03: Measure occurrence (for example, count, frequency, rate, and percentage).
- C-08: Evaluate the validity and reliability of measurement procedures.

Learning Activities

u01s1 - Studies

Readings

Complete the following:

- Read the [Learner Expectations](#) page for important information about your success in this course.
- Read the [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 textbooks to read the following.

- In your *Single Case Experimental Designs* text:
 - Pages 99–110 in Chapter 4, "Behavior Assessment."
- In your *Applied Behavior Analysis* text:
 - Pages 47–58 in Chapter 3, "Selecting and Defining Target Behaviors."
 - Pages 73–86 in Chapter 4, "Measuring Behavior."
- In your *Behavior Modification* text:
 - Pages 19–28 in Chapter 2, "Observing and Recording Behavior."

u01s1 - Learning Components

- Establish operational definitions of behavior.
- Measure occurrence (for example, count, frequency, rate, and percentage).
- Distinguish among direct, indirect, and product measures of behavior.
- Evaluate the validity and reliability of measurement procedures.

u01v1 - 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](#)

u01v1 - 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 apply techniques of behavioral measurement and data display, discriminate features of single-subject experimental designs based on current research in the field, and evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

- Unit 3: Measuring Behavior.
- Unit 4: Graphing Behavior.
- Unit 7: Multiple Baseline Design Graph.
- Unit 8: Hypothetical Case Study.
- Unit 10: Applied Behavior Analysis Research and Application.

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

Library Resource

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

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 Zoom

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

In preparation for using Zoom 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 Zoom](#) 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls boxes and breakout groups when required.

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 Zoom](#)

u01d1 - Importance of Measuring Behavior

In this unit, you have learned about the functions of measurement in ABA. For this discussion, post a substantive response to the following:

- Describe three scenarios in which measurement is crucial in identifying the effectiveness of a program, product, skill set, system, or similar.
- Explain why measurement is crucial and describe what would happen if effectiveness was not measured.

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

u01d1 - Learning Components

- Describe the functions of measurement in applied behavior analysis.

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:** Apply techniques of behavioral measurement and data display.

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 >> Measuring Occurrences of Behavior

Introduction

The occurrence of behavior can be measured in a variety of different measurement procedures. In this unit, you will learn how to appropriately measure the frequency, rate, and percentage of behaviors occurring, as well as learn the process of measuring the number of trials needed for an individual to achieve a targeted criterion. It is important to know the variety of measurement systems available to determine which system is the most appropriate for a given situation. This unit will describe how to select the most appropriate measurement system given the dimensions of behavior presenting, as well as the observation and recording specifics for a client's needs.

Instructional Activities

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

- C-03: Measure occurrence (for example, count, frequency, rate, and percentage).
- C-06: Measure trials to criterion.
- C-09: Select a measurement system to obtain representative data, given the dimensions of behavior and the logistics of observing and recording.

Learning Activities

u02s1 - Studies

Readings

Use your textbooks to read the following:

- In your *Single Case Experimental Designs* text:
 - Pages 111–120 in Chapter 4, "Behavior Assessment."
- In your *Applied Behavior Analysis* text:

- Pages 58–72 in Chapter 3, "Selecting and Defining Target Behaviors."
- Pages 83–100 in Chapter 4, "Measuring Behavior."
- In your *Behavior Modification* text:
 - Pages 29–32 in Chapter 2, "Observing and Recording Behavior."

u02s1 - Learning Components

- Measure occurrence (for example, count, frequency, rate, and percentage).
- Measure trials to criterion.
- Select a measurement system to obtain representative data, given the dimensions of behavior and the logistics of observing and recording.

u02v1 - 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](#)

u02v1 - Learning Components

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

u02a1 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls boxes and breakout groups when required.

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 Zoom](#)

u02d1 - Defining Target Behaviors

In this unit, you have learned different ways of defining behavior in observable and measurable terms. For this discussion, post a substantive response to the following:

- Compare and contrast function-based versus topography-based definitions of behavior.
- Provide an example of how you would use a function-based definition in the field.
- Provide an example of use of a topography-based definition in the field.
- Explain in your own words how these two definitions differ.

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

u02d1 - Learning Components

- Compare function-based versus topography-based definitions of behavior.
- Describe the purposes of function-based and topography-based definitions in the field.

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 competencies:

- **Competency 1:** Apply techniques of behavioral measurement and data display.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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 >> Strength and Temporal Dimensions of Behavior

Introduction

Under certain conditions, when observing behavior, gathering data on how often a behavior occurs is not the most helpful measure. Frequency alone cannot express all the important information about how the behavior occurred. Behavior analysts must be well-versed in understanding the temporal

aspect of behavior, such as duration, latency, and interresponse time. It is also important to understand other complexities of behavior, such as the form a behavior takes or the magnitude that was presented. In this unit, you will learn how to accurately measure these dimensions of behavior.

Instructional Activities

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

- C-04: Measure temporal dimensions of behavior (for example, duration, latency, and interresponse time).
- C-05: Measure form and strength of behavior (for example, topography and magnitude).

Learning Activities

u03s1 - Studies

Readings

Use your textbooks to read the following.

- In your *Single Case Experimental Designs* text:
 - Pages 120–134 in Chapter 4, "Behavior Assessment."
- In your *Applied Behavior Analysis* text:
 - Chapter 5, "Improving and Assessing the Quality of Behavioral Measurement," pages 101–121.
- In your *Behavior Modification* text:
 - Pages 32–42 in Chapter 2, "Observing and Recording Behavior."

u03s1 - Learning Components

- Measure temporal dimensions of behavior (for example, duration, latency, and interresponse time).
- Measure form and strength of behavior (for example, topography and magnitude).

u03v1 - Measurement and Data Display

Click the linked **Measurement and Data Display** title above to launch the media. In this activity, you will practice observing and collecting data and determining the correct data display for the collected data.

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 \[DOCX\]](#)

[Measurement and Data Display](#)

u03v1 - Learning Components

- Observe and collect data.
- Select a measurement system to obtain representative data, given the dimensions of behavior and the logistics of observing and recording.

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 - Measuring Behavior

Part 1: Observations

For the first part of this assignment, select two frequently occurring human behaviors that you can easily observe in your workplace or community. (If needed, you may substitute a character's behavior that can be frequently observed on a favorite TV series.) Two different people should be observed, rather than two behaviors in one person. You are to practice observing behaviors inconspicuously. You must not make any attempt to share your observations, conduct any form of assessment, or intervene.

Using the guidelines in Chapter 5 of your *Applied Behavior Analysis* text, plan and conduct three separate observation sessions, each for 10–20 minutes, for each behavior you have just observed. You have several options for conducting these observations. You may choose to do several on one day at different times (for example, 10–20-minute sessions in the morning, afternoon, and evening) or on different days. You should then have three separate observations for each of the two individuals you observed.

Part 2: Observations, Definitions, and Data Recording Forms

After observing the behaviors, write a brief description of the person you observed and the setting. After the description, create a brief (1–2 sentences) definition for each of the two behaviors you observed. Follow these guidelines for your definitions:

- Each definition should meet Hawkins and Dobs's three characteristics (top of page 70) and Morris's three criteria for testing a definition (page 70) as described in your *Applied Behavior Analysis* text.
- The definitions should not include inferences (for example, about internal state or thoughts), or include background, diagnostic, or historical information about the persons you observed.

You will choose a data recording method to summarize the three observations for each of the two behaviors. After describing your observation method and providing a definition for each of the two behaviors, identify the data recording method you selected to record this data (frequency or duration) and explain why you chose that method.

Summarize the data from your observations on an appropriate data recording form and create a table of this summary. Copy and paste both the data recording form and the table into your assignment. **Important:** Do not submit a spreadsheet or more than one document. The one document should contain definitions, observations, data form, and table for each of the two behaviors that you observed. You will be using the tables summarizing your data in the Unit 4 assignment.

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:** A sufficient number of scholarly or professional resources.
- **Length:** 3–5 double-spaced pages.

- **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 Measuring Behavior Scoring Guide to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the APA Writing Feedback Rubric to provide additional feedback on your academic writing and provide you with helpful resources to improve your writing. You are encouraged to evaluate your own work using this rubric. Refer to the Learner Guide for instructions on viewing instructor feedback.

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 \[PDF\]](#)

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.

Instructor contact sessions 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 instructor contact session in Zoom.
- Actively providing spoken or written input during instructor contact session.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u03d1 - The Case of Sara

For this discussion, refer to the story of Sara located on page 41 of your *Behavior Modification* text. This case study deals with out-of-seat behaviors.

Post a substantive response to the following discussion questions:

- What is the behavioral definition of out-of-seat behavior?
- What recording method will you recommend to record Sara's out-of-seat behavior?
- What instrument will you recommend for recording Sara's behavior? How will the instrument be practical for use in this scenario?

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

u03d1 - Learning Components

- Create a behavioral definition of a particular behavior.
- Identify an appropriate recording method to use for a particular behavior.

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 competency:

- **Competency 1:** Apply techniques of behavioral measurement and data display.

Please carefully read the following instructions before beginning the quiz:

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

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

Unit 4 >> Discontinuous Measurement System

Introduction

It is not always possible for behavior analysts to continuously observe the behaviors of their clients. With this limitation, it is important to understand discontinuous measurement systems. This unit will explain how to design and implement sampling procedures, such as interval recording and time sampling.

Once data have been collected, it can be challenging to determine its meaning and patterns that have occurred. By compiling the data into a graphical representation, it allows you to see the patterns in behavior and compare the level of behavior before and after treatment. This unit will also discuss how to create and interpret graphed data in a meaningful way. You will learn the different parts of a graph and how graphs can be used to communicate quantitative relations.

Instructional Activities

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

- C-07: Design and implement sampling procedures (that is, interval recording and time sampling).
- C-10: Graph data to communicate relevant quantitative relations (for example, equal-interval graphs, bar graphs, and cumulative records).
- C-11: Interpret graphed data.

Learning Activities

u04s1 - Studies

Readings

Use your textbooks to read the following:

- In your *Applied Behavior Analysis* text:
 - Chapter 6, "Constructing and Interpreting Graphic Displays of Behavioral Data," pages 124–154.
- In your *Behavior Modification* text:
 - Pages 43–51 in Chapter 3, "Graphing Behavior and Measuring Change."

Use the Capella University Library to read the following.

- Sanson-Fisher, R. W., Poole, A. D., & Dunn, J. (1980). [An empirical method for determining an appropriate interval length for recording behavior.](#) *Journal of Applied Behavior Analysis*, 13(3), 493–500.
- Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Lik, N. M. K., Garcia, Y., & Rosales, R. (2009). [Creating single-subject design graphs in Microsoft Excel 2007.](#) *Journal of Applied Behavior Analysis*, 42(2), 277–293.
 - This article includes task analyses that describe how to construct several types of designs.

Use the Internet to review the following:

- [Microsoft Support](http://support.microsoft.com/). (n.d.). Retrieved from <http://support.microsoft.com/>

u04s1 - Learning Components

- Design and implement sampling procedures (that is, interval recording, time sampling).
- Interpret graphed data.
- Graph data to communicate relevant quantitative relations (for example, equal-interval graphs, bar graphs, and cumulative records).

u04v1 - Identifying Parts of a Graph

Click the linked **Identifying Parts of a Graph** title above to launch the media. In this activity, you will become more familiar with the different parts of a graph and practice interpreting the information contained in a graph.

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 \[DOCX\]](#)

[Identifying Parts of a Graph](#)

u04v1 - Learning Components

- Interpret the information contained in a graph.

u04v2 - Basic Line Graphs

Click the linked **Basic Line Graphs** title above to launch the media. In this activity, you will learn how to create a line graph that reflects the expectations of the profession.

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]

Basic Line Graphs

u04v2 - Learning Components

- Create a basic line graph.

u04v3 - 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](#)

u04v3 - Learning Components

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

u04a1 - Graphing Behavior

Refer to the two sets of data that you recorded in the Unit 3 assignment. Make any revisions based on feedback from your instructor so you have a table that reflects the data for each of the two behaviors.

Using the guidelines in Chapter 6 of your *Applied Behavior Analysis* text, prepare one graph for each recorded behavior. Include data for all of the observation sessions. You will not have condition labels or condition change lines for this assignment. Be sure to include the other five parts of a graph that are described on pages 127–128 of your *Applied Behavior Analysis* text.

Your first time graphing can be frustrating. You may review the Microsoft Support tutorials that can help with your specific version of Microsoft.

In *one* document, prepare the following for each of the two target behaviors:

1. Behavior definition.
2. Observation method and schedule.
3. Data recording procedure.
4. Data table and graph for this behavior.

Copy and paste the table and graph for each behavior into the one document, and address the other questions within this one document.

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:** A sufficient number of scholarly or professional resources. Resources should include the course texts and a combination of scholarly sources.
- **Length:** No minimum number of pages. Pages should be double-spaced pages.
- **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 Graphing Behavior Scoring Guide to ensure you understand the grading criteria for this assignment.

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](#)

[Microsoft Support](#)

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

u04a2 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups as required.

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 Zoom](#)

u04d1 - Validity, Accuracy, and Reliability

Consider ways you have encountered to improve and assess the quality of behavioral measurement. What is the importance of validity, accuracy, and reliability in behavioral measurement? What procedures can be used to minimize the threats to the accuracy and reliability of behavioral measurement? Please discuss at least two procedures.

Response Guidelines

Read the posts of your peers and respond to one. Your responses 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 the importance of validity, accuracy, and reliability in behavioral measurement
- Explain how to minimize threats to the accuracy and reliability of behavioral measurement.

u04q1 - Quiz 4

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

- **Competency 1:** Apply techniques of behavioral measurement and data display.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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 >> Single-Subject Design

Introduction

To understand human behavior, we must examine and measure the relationships that exist between an individual's behavior and the environment. To effectively investigate the changes in behavior in the context of the environment, experimental analyses may be conducted.

Applied behavior analysts most often use single-case designs to study such changes and relationships. Through the appropriate use of procedures to identify an appropriate research question, observe and measure the behavior correctly, and manipulate the variables precisely, applied behavior analysts can be effective at making clinical decisions about the efficacy of treatment plans. This unit presents an introduction into the issues and procedures involved in single-case designs.

Instructional Activities

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

- C-11: Interpret graphed data.
- D-01: Distinguish between dependent and independent variables.
- D-03: Identify the defining features of single-subject experimental designs (for example, individuals serve as their own controls, repeated measures, prediction, verification, and replication).
- D-04: Describe the advantages of single-subject experimental designs compared to group designs.

Learning Activities

u05s1 - Studies

Readings

Use your textbooks to read the following:

- In your *Single Case Experimental Designs* text:
 - Chapter 2, "General Issues in a Single-Case Approach," pages 31–59.
 - Chapter 3, "General Procedures in a Single-Case Research," pages 61–81.
- In your *Applied Behavior Analysis* text:
 - Chapter 7, "Analyzing Behavior Change: Basic Assumptions and Strategies," pages 155–170.

Optional – Readings

You may choose to read the following optional materials to further your understanding of the topics in this unit:

- Leitenberg, H. (1973). The use of single-case methodology in psychotherapy research. *Journal of Abnormal Psychology*, 82(1), 87–101.

u05s1 - Learning Components

- Interpret graphed data.
- Distinguish between dependent and independent variables.
- Identify the defining features of single-subject experimental designs (for example, individuals serve as their own controls, repeated measures, prediction, verification, and replication).
- Describe the advantages of single-subject experimental designs compared to group designs.

u05v1 - Single-Subject Versus Group Designs

Click the linked **Single-Subject Versus Group Designs** title above to launch the media. In this activity, you will learn more about the strengths and limitations of different types of designs and how to tell the difference between them.

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

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

Course Resources

[ABA Media Best Practices \[DOCX\]](#)

[Single-Subject Versus Group Designs](#)

u05v1 - Learning Components

- Interpret articles from the behavior-analytic literature.

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 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u05d1 - Article Summary Practice

In the Unit 10 assignment, you will evaluate a target behavior of interest to you. You will research and evaluate the methodologies used to define the behavior, the ways in which that behavior is measured in the field, and the treatment methodologies and experimental designs utilized to treat that behavior. You must synthesize the findings of at least five recent journal articles in your work.

For this discussion, write and submit a statement describing the behavior you intend to research. Your instructor will review your statement and either approve your selected topic or consult with you to help you select another.

You must describe a target behavior that has a foundation of research in ABA SSD. Be sure to select a topic that has a foundation of research sufficient to provide you with a minimum of five recent journal articles in the assignment in Unit 10.

Then, search through the ABA literature and locate one study that is on your chosen topic for the Unit 10 assignment. Summarize the study using the criteria for the assignment.

- Describe subjects and settings.
- Describe the design and discuss internal, external, and social validity.
- Describe the treatments and identify strengths and limitations of the treatments.
- Provide an overall conclusion and discuss potential areas for future research.
- Provide a visual analysis of the results of the graph, utilizing the terms trend, variability, stability, and level.

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

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

u05d1 - Learning Components

- Describe subjects and settings of one article reviewed.
- Describe the design of the study.
- Evaluate the treatment used in the study.
- Conclude overall findings of the study reviewed.
- Provide a visual analysis of the results of the graph.

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:** Apply techniques of behavioral measurement and data display.
- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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 >> Reversal Designs

Introduction

This unit focuses on an experimental tactic commonly used in ABA research—the reversal design. It provides an outline of the appropriate use of this design and its variations. The unit presents an explanation of how the elements of baseline logic (prediction, verification, and replication) are incorporated in each design. We will further our discussion on reversal designs by exploring some of the extensions of this design, beyond the basic ABAB reversal.

Instructional Activities

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

- D-05: Use single-subject experimental designs (for example, reversal, multiple baseline, multielement, and changing criterion).

Learning Activities

u06s1 - Studies

Readings

Use your textbooks to read the following:

- In your *Single Case Experimental Designs* text:
 - Chapter 5, "Basic A-B-A Withdrawal Designs," pages 135–166.
- In your *Applied Behavior Analysis* text:
 - Pages 171–180 in Chapter 8, "Reversal and Alternating Treatment Designs."
- In your *Behavior Modification* text:
 - Pages 51–54 in Chapter 3, "Graphing Behavior and Measuring Change."

Use the Capella library to read the following.

- Carr, E. G., Newsom, C. D., & Binkoff, J. A. (1980). Escape as a factor in the aggressive behavior of two retarded children. *Journal of Applied Behavior Analysis*, 13(1), 101–117.

Optional – Readings

You may choose to read the following optional materials to further your understanding of the topics in this unit:

- Chapter 6, "Extensions of the A-B-A Design, Uses in Drug Evaluation and Interaction Design Strategies," pages 167–200, from your *Single Case Experimental Designs* text.
- Walker, H. M., & Buckley, N. K. (1968). The use of positive reinforcement in conditioning attending behavior. *Journal of Applied Behavior Analysis*, 1(3), 245–250.
 - This article covers ABA design.
- Hall, R. V., Fox, R., Willard, D., Goldsmith, L., Emerson, M., Owen, M., . . . Porcia, E. (1971). The teacher as observer and experimenter in the modification of disputing and talking out behaviors. *Journal of Applied Behavior Analysis*, 4(2), 141–149.
 - This article covers ABAB design.
- Twardosz, S., & Sajwaj, T. (1972). Multiple effects of a procedure to increase sitting in a hyperactive, retarded boy. *Journal of Applied Behavior Analysis*, 5(1), 73–78.
 - This article covers ABAB design (no experimenter feedback).
- Goldstein, H., Kaczmarek, L., Pennington, R., & Shafer, K. (1992). Peer-mediated intervention: Attending to, commenting on, and acknowledging the behavior of preschoolers with autism. *Journal of Applied Behavior Analysis*, 25(2), 289–305.
 - This article covers ABCB group design.

Course Resources

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

u06s1 - Learning Components

- Use single-subject experimental designs (for example, reversal, multiple baseline, multi-element, and changing criterion).

u06v1 - Reversal Design Graphing Tutorial

Click the linked **Reversal Design Graphing Tutorial** title above to launch the media. In this activity, you will learn how to create a reversal design using Excel and Word. You will also have the opportunity to test your knowledge by answering some questions.

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]

Reversal Design Graphing Tutorial

u06v1 - Learning Components

- Design, plot, and interpret data using equal interval graphs.

u06v2 - Reversal Design

Click the linked **Reversal Design** title above to launch the media. In this activity, you will learn how to identify reversal designs and understand the strengths and limitations of these designs.

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]

Reversal Design

u06v2 - Learning Components

- Use withdrawal or reversal designs.

u06v3 - 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 Terminology Flashcards – Unit 6

u06v3 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u06d1 - The Case of Bob

In this unit, you read Carr, Newsom, and Binkoff's 1980 article, "Escape As a Factor in the Aggressive Behavior of Two Retarded Children," which shows the effect of a teacher's demands on Bob's aggressive behavior, as well as on another student named Sam. Figure 1 in the journal article provides the ABAB graphs for both Bob and Sam. For this discussion:

- Compare and contrast these two graphs in terms of baseline and treatment phases. Include a description of the type of baselines (for example, stable, ascending, descending, or variable) that were obtained for each child.
- State your conclusion about the baselines presented.
- Provide recommendations about improving the design, if appropriate.

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

[Escape As a Factor in the Aggressive Behavior of Two Retarded Children](#)

u06d1 - Learning Components

- Compare and contrast baseline and treatment phases of two ABAB graphs.
- Draw conclusions about the baselines in two ABAB graphs.

u06q1 - Quiz 6

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

- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.

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 >> Multiple Baseline and Changing Criterion Design

Introduction

A multiple baseline design involves the simultaneous collection of baseline data on two or more behaviors of concern. These different baseline data may be collected on different behaviors exhibited by the same individual, different behaviors of different individuals, or the same behavior of one individual across multiple settings. Changing criterion design is a type of design where the baseline is followed by a series of treatment phases with different levels of criteria for reinforcement and punishment. This unit provides you with an introduction to different types of multiple baseline designs and to the procedures used for setting up, measuring, and graphing data for a multiple baseline design and changing criterion design.

Instructional Activities

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

- C-10: Graph data to communicate relevant quantitative relations (for example, equal-interval graphs, bar graphs, and cumulative records).
- D-05: Use single-subject experimental designs (for example, reversal, multiple baseline, multielement, and changing criterion).

Learning Activities

u07s1 - Studies

Readings

Use your textbooks to read the following.

- In your *Applied Behavior Analysis* text:
 - Chapter 9, "Multiple Baseline and Changing Criterion Designs," pages 193–215.
- In your *Behavior Modification* text:
 - Pages 54–64 in Chapter 3, "Graphing Behavior and Measuring Change."
 - Chapter 20, "Self-Management," pages 413–428.
 - Chapter 21, "Habit Reversal Procedures," pages 431–444.

Optional – Readings

You may choose to read the following optional materials to further your understanding of the topics in this unit:

- Chapter 7, "Multiple Baseline Designs," pages 201–241, from your *Single Case Experimental Designs* text.
- DeVries, J. E., Burnette, M. M., & Redmon, W. K. (1991). AIDS prevention: Improving nurses' compliance with glove wearing through performance feedback. *Journal of Applied Behavior Analysis*, 24(4), 705–711.
- Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. *Journal of Applied Behavior Analysis*, 9(4), 527–532.

u07s1 - Learning Components

- Graph data to communicate relevant quantitative relations (for example, equal-interval graphs, bar graphs, and cumulative records).
- Use single-subject experimental designs (for example, reversal, multiple baseline, multi-element, and changing criterion).

u07v1 - Multiple Baseline Design Graphing Tutorial

Click the linked **Multiple Baseline Design Graphing Tutorial** title above to launch the media. In this activity, you will learn how to create a multiple baseline design using Excel and Word. You will also have the opportunity to test your knowledge by answering some questions.

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]

Multiple Baseline Design Graphing Tutorial

u07v1 - Learning Components

- Create a multiple baseline design graph.

u07v2 - Multiple Baseline and Changing Criterion Design

Click the linked **Multiple Baseline and Changing Criterion Design** title above to launch the media. In this activity, you will learn how to identify multiple baseline and changing criterion designs and understand the strengths and limitations of these designs.

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]

Multiple Baseline and Changing Criterion Design

u07v2 - Learning Components

- Use multiple baseline designs.

u07v3 - 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](#)

u07v3 - Learning Components

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

u07a1 - Multiple Baseline Design Graph

Use Microsoft Excel to sketch a line graph that effectively communicates quantitative relationships in a multiple baseline design across subjects with hypothetical data. Be sure to include all six components of a complete graph.

Assume that you have recorded data for a target behavior of two individuals in a single setting. Using the data, demonstrate the effectiveness of a treatment that includes both self-monitoring and awareness training to decrease the frequency of an undesirable behavior. You will submit two graphs with two phases for this assignment. Include specific labels about the behavior recorded and treatment phases.

Be sure to include all six components of a complete graph:

- A chart title.
- Both axis labels on the graph.
- Condition labels.
- Phase change lines. Be sure to incorporate them appropriately.
- Figure caption.
- Participant Labels.

Be sure that the data series represent dependent behavior consistently through the graph and to label participants' data series. Also remember to include two phases for each participant.

Note: Keep in mind that you will need to use this graph as a basis for your Hypothetical Case Study assignment due in Unit 8. Refer to the Unit 8 assignment and scoring guide to understand its requirements and how it may impact your graph.

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.
- **Format:** One document should contain all elements of this assignment. Copy and paste or create the graph in a Word document and submit for grading.
- **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 Multiple Baseline Design Graph Scoring Guide to ensure you understand the grading criteria for this assignment.

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

Course Resources

[APA Style and Format](#)

[Creating Single-Subject Design Graphs in Microsoft Excel 2007](#)

[ePortfolio](#)

[Excel 2007 Reference Card \[PDF\]](#)

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

u07a2 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout sessions when required.

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 Zoom](#)

u07d1 - Changing Criterion Design

This unit has focused on measuring behavior change and graphing behavior data. In this discussion, we narrow our focus to changing criterion design. Read the application of content in the *Behavior Modification* text on pages 62–63. For this discussion, post a substantive response to the following:

- Based on the raw data in figure 3–17, identify the type of design that is presented and provide your visual analysis of the *within* and *between* conditions. Remember to use technical language such as trend, level, and variability.
- Recommend the action you would take to make this a changing criterion design, including any changes you would make to the treatment or intervention itself.
- Include the results you may expect based on your proposed change of treatment.

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.

Psychology Attributes and Evaluation of Discussion Contributions

u07q1 - Quiz 7

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

- **Competency 1:** Apply techniques of behavioral measurement and data display.
- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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 >> Alternating Treatment Designs

Introduction

This unit discusses the ABA alternating treatments design. It will present an outline of how to appropriately implement alternating treatment designs. We will study prediction, verification, and replication, which are the elements of baseline logic, and explore the advantages and disadvantages of both the reversal design and alternating treatments design.

Instructional Activities

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

- D-05: Use single-subject experimental designs (for example, reversal, multiple baseline, multielement, and changing criterion).

Learning Activities

u08s1 - Studies

Readings

Use your textbooks to read the following.

- In your *Single Case Experimental Designs* text:
 - Chapter 8, "Alternating Treatments Design," pages 243–270.
- In your *Applied Behavior Analysis* text:
 - Pages 180–192 in Chapter 8, "Reversal and Alternating Treatment Designs."

- Chapter 27, "Self-Management," pages 681–712.

u08s1 - Learning Components

- Use single-subject experimental designs (for example, reversal, multiple baseline, multi-element, and changing criterion).

u08v1 - Alternating Treatment Design Graphing Tutorial

Click the linked **Alternating Treatment Design Graphing Tutorial** title above to launch the media. In this activity, you will learn how to create an alternating treatment design using Excel and Word. You will also have the opportunity to test your knowledge by answering some questions.

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 \[DOCX\]](#)

[Alternating Treatment Design Graphing Tutorial](#)

u08v1 - Learning Components

- Create an alternating treatment design graph.

u08v2 - Alternating Treatment Designs

Click the linked **Alternating Treatment Designs** title above to launch the media. In this activity, you will learn how to identify alternating treatment designs and understand the strengths and limitations of these designs.

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 \[DOCX\]](#)

[Alternating Treatment Designs](#)

u08v2 - Learning Components

- Use alternating treatment designs.

u08v3 - 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](#)

u08v3 - Learning Components

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

u08a1 - Hypothetical Case Study

For this assignment, use your multiple baseline across subjects graph completed in Unit 7 of this course. Create a hypothetical case study based on the graph. Include your graph with corrections, if any, based on feedback you received from your instructor. Include the following details and descriptions in your case study:

- Summarize the results from the graph.
- Subjects.
- Setting.
- Baseline. (How it was gathered.)
- Appropriate dependent variable to be targeted from the graph with operational definition.
- Appropriate independent variable to be used from the graph.
- Implementation of the independent variable. (Be specific, please.)
- Design used (multiple baseline across subjects).
- Results. (This is where your graph should be incorporated along with a visual analysis of data.)
- Conclusions.
- Internal validity of study.
- External validity of study.
- Social validity of study.

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:** 5–9 double-spaced pages, including title page and references.
- **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 Hypothetical Case Study Scoring Guide to ensure you understand the grading criteria for this assignment

Note: Your instructor may also use the APA Writing Feedback Rubric to provide additional feedback on your academic writing and provide you with helpful resources to improve your writing. You are encouraged to evaluate your own work using this rubric. Refer to the Learner Guide for instructions on viewing instructor feedback.

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]

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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u08d1 - Alternating Treatment Designs

In this unit, you learned about alternating treatment designs. You have been pointed out strengths and limitations of this design, as well as provided a graphing tutorial to better understand utilization.

For this discussion, compare and contrast the hypothetical examples of alternating treatment designs provided on page 244 of your *Single Case Experimental Designs* text and on page 59 of your *Behavior Modification* text.

- Is this difference of opinion significant?
- Under what conditions would you use one over the other?

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

u08d1 - Learning Components

- Compare and contrast examples of alternating treatment designs.
- Determine the appropriate use of different examples of alternating design.

u08q1 - Quiz 8

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

- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.

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 >> Research Validity

Introduction

Validity is an important concept to keep in mind when evaluating research and data. When determining the validity of research, it can be viewed in three ways—internally, externally, and socially. This unit will discuss each of these measures and their importance.

In this unit, you will review the various designs you have learned about and practiced in this course. These designs include reversal designs, alternating treatment designs, multiple baseline designs, and changing criterion designs. You will apply the knowledge about those various designs to your particular field of interest.

Instructional Activities

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

- D-02: Distinguish between internal and external validity.
- D-06: Describe rationales for conducting comparative, component, and parametric analyses.

Learning Activities

u09s1 - Studies

Readings

Use your textbooks to read or review the following.

- In your *Single Case Experimental Designs* text:
 - Chapter 5, "Basic A-B-A Withdrawal Designs," pages 135–166.
 - Chapter 7, "Multiple Baseline Designs," pages 201–241.
 - Chapter 8, "Alternating Treatments Design," pages 243–270.
- In your *Applied Behavior Analysis* text:
 - Chapter 5, "Improving and Assessing the Quality of Behavioral Measurement," pages 101–121.

u09s1 - Learning Components

- Distinguish between internal and external validity.
- Describe rationales for conducting comparative, component, and parametric analyses.

u09v1 - Single-Subject Research Methods

Click the linked **Single-Subject Research Methods** title above to launch the media. In this activity, you will practice identifying the different types of designs reviewed in this course.

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 \[DOCX\]](#)

[Single-Subject Research Methods](#)

u09v1 - Learning Components

- Identify different types of research designs.

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 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u09d1 - Validity

Internal, external, and social validity are all extremely important to research and ensuring a sound study.

For this discussion, consider the different types of validity you have learned about.

- Define internal validity, external validity, and social validity and discuss their importance to behavioral research.
- Describe different ways one can evaluate a particular study's external, internal, and social validity, based on your discussions so far in this 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? 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 internal validity, external validity, and social validity.
- Describe different ways one can evaluate a study's external, internal, and social validity.

u09q1 - Quiz 9

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

- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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 >> Research in ABA

Introduction

ABA is a science, and as such, we must be adamant in following scientific guidelines. Utilizing only research-based interventions is a guiding principle of the field, which requires a solid knowledge of current research in the field. As behavior analysts, we must stay current on new approaches and be able to distinguish inappropriate designs and treatments when they are suggested. Determining the internal and external validity of a research study is one way to determine if it is a solid study. This unit will explain how to utilize different types of analyses, such as comparative, component, and parametric, to analyze variables. You will also complete and submit your final paper in this unit.

Instructional Activities

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

- D-02: Distinguish between internal and external validity.
- D-05: Use single-subject experimental designs (for example, reversal, multiple baseline, multi-element, and changing criterion).
- D-06: Describe rationales for conducting comparative, component, and parametric analyses.

Learning Activities

u10s1 - Studies

Readings

Use your textbooks to read or review the following.

- In your *Single Case Experimental Designs* text:
 - Chapter 3, "General Procedures in Single-Case Research," pages 61–81.
- In your *Applied Behavior Analysis* text, read:
 - Chapter 10, "Planning and Evaluating Applied Behavior Analysis Research," pages 216–249.
 - Chapter 7, "Analyzing Behavior Change: Basic Assumptions and Strategies," pages 155–170.

u10s1 - Learning Components

- Distinguish between internal and external validity.
- Use single-subject experimental designs (for example, reversal, multiple baseline, multi-element, and changing criterion).
- Describe rationales for conducting comparative, component, and parametric analyses.

u10v1 - 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](#)

u10v1 - Learning Components

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

u10a1 - Applied Behavior Analysis Research and Application

As part of the requirements for this course, you will complete a research paper on a behavior of interest to you. In your Unit 5 discussion, you identified your topic and got your instructor's approval. In this unit, complete your research and evaluate the methodologies used to define the behavior, the ways in which that behavior is measured in the ABA field, and the treatment methodologies and experimental designs utilized to treat that behavior. You must synthesize the findings of at least five recent journal articles in your final paper. Be sure to address all components in the scoring guide for distinguished work.

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:** A minimum of five scholarly or professional resources.
- **Length:** 5–10 double-spaced pages, including title page and references.
- **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 Applied Behavior Analysis Research and Application Scoring Guide to ensure you understand the grading criteria for this assignment.

Note: Your instructor may also use the APA Writing Feedback Rubric to provide additional feedback on your academic writing and provide you with helpful resources to improve your writing. You are encouraged to evaluate your own work using this rubric. Refer to the Learner Guide for instructions on viewing instructor feedback.

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 \[PDF\]](#)

u10a2 - 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 in Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through poll boxes and breakout groups when required.

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 Zoom](#)

u10d1 - Single-Subject Research Design of Choice

In this course, you learned about many different single-subject design methodologies. Behavior analysts use reversal designs, multiple baseline designs, changing criterion designs, and alternating treatment designs to implement interventions and identify if there is meaningful change in behavior. Each design serves a different purpose.

What is your single-subject research design of choice, and how you would apply that research design if you were conducting a behavioral study relating to your area of professional interest?

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

u10d1 - Learning Components

- Explain how a specific research design could be used to conduct a behavioral study in a particular area.

u10q1 - Quiz 10

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

- **Competency 2:** Discriminate features of single-subject experimental designs based on current research in the field.
- **Competency 3:** Evaluate effectiveness of behavior change procedures by visually analyzing and interpreting single-subject experimental designs included in current research.

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.