

## Syllabus

### Course Overview

Conducting an assessment to inform the design of a treatment plan is an essential part of behavior-analytic treatment. In this course, you learn all about behavior-analytic assessments. This course starts by covering an important part of the assessment process—prioritizing behaviors. You learn about conducting functional behavior assessments (FBAs), with the opportunity to observe others using these assessment techniques through videos. You practice gathering antecedent, behavior, and consequence data, as well as designing conditions in a functional analysis to confirm a hypothesized function of behavior. This course also covers different types of skill assessments, including how and when to conduct preference assessments.

### Instructional Activities

Throughout all of your applied behavior analysis (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.): Behavior Assessment.

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. Please visit the [Using Zoom](#) page on Campus for more information. Once logged in to Zoom, you are expected to participate in the ICS by:

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

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

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

### Multimedia Activities

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

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

### Unit Discussions

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

**Course Competencies****(Read Only)**

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

- 1 Assess the environmental variables and functions of behavior.
- 2 Assess client's skills, deficits, and preferences to determine appropriate intervention needs.
- 3 Apply functions of behavior to determine intervention outcomes.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

**Course Prerequisites**

PSY7708, PSY7709, PSY7710, co-requisite PSY7711

## 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

Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Boston, MA: Pearson. ISBN: 9780133570854.

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

### 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.

- Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). [Implementing the Verbal Behavior Milestones Assessment and Placement Program \(VB-MAPP\): Teaching assessment techniques](#). *The Analysis of Verbal Behavior*, 30(1), 36–47.
- Call, N. A., Miller, S. J., Mintz, J. C., Mevers, J. L., Scheithauer, M. C., Eshelman, J. E., & Beavers, G. A. (2016). [Use of a latency-based demand assessment to identify potential demands for functional analyses \[PDF\]](#). *Journal of Applied Behavior Analysis*, 49(4), 900–914.
- Call, N. A., Trosclair-Lasserre, N. M., Findley, A. J., Reavis, A. R., & Shillingsburg, M. A. (2012). [Correspondence between single versus daily preference assessment outcomes and reinforcer efficacy under progressive-ratio schedules](#). *Journal of Applied Behavior Analysis*, 45(4), 763–777.
- Da Fonte, M. A., Boesch, M. C., Edwards-Bowyer, M. E., Restrepo, M. W., & Bennett, B. P. (2016). [A three-step reinforcer identification framework: A step-by-step process](#). *Education & Treatment of Children*, 39(3), 389–409.
- Derby, K. M., Wacker, D. P., Peck, S., Sasso, G., DeRaad, A., Berg, W., . . . Ulrich, S. (1994). [Functional analysis of separate topographies of aberrant behavior](#). *Journal of Applied Behavior Analysis*, 27(2), 267–278.
- Fahmie, T. A., Iwata, B. A., & Jann, K. E. (2015). [Comparison of edible and leisure reinforcers](#). *Journal of Applied Behavior Analysis*, 48(2), 331–343.
- Iwata, B. A., DeLeon, I. G., & Roscoe, E. M. (2013). [Reliability and validity of the functional analysis screening tool](#). *Journal of Applied Behavior Analysis*, 46(1), 271–284.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). [Toward a functional analysis of self-injury](#). *Journal of Applied Behavior Analysis*, 27(2), 197–209.
- Leaf, J. B., Leaf, R., Alcalay, A. D., Leaf, J. A., Ravid, D., Dale, S., . . . Oppenheim-Leaf, M. (2015). [Utility of formal preference assessments for individuals diagnosed with autism spectrum disorder](#). *Education and Training in Autism and Developmental Disabilities*, 50(2), 199–212.
- Partington, J. W., Bailey, A., & Partington, S. W. (2018). [A pilot study examining the test-retest and internal consistency reliability of the ABLIS-R](#). *Journal of Psychoeducational Assessment*, 36(4), 405–410. doi:10.1177/0734282916678348
- Pritchard, J. K. (2013). [Skills](#). *Behavior Analysis in Practice*, 6(1), 96–100.
- Roscoe, E. M., Rooker, G. W., Pence, S. T., & Longworth, L. J. (2009). [Assessing the utility of a demand assessment for functional analysis](#). *Journal of Applied Behavior Analysis*, 42(4), 819–825.
- Ryan, A. L., Halsey, H. N., & Matthews, W. J. (2003). [Using functional assessment to promote desirable student behavior in schools](#). *Teaching Exceptional Children*, 35(5), 8–15.
- Scott, T. M., Liaupsin, C. J., Nelson, C. M., & Jolivette, K. (2003). [Ensuring student success through team-based functional behavioral assessment](#). *Teaching Exceptional Children*, 35(5), 16–21.
- Shippen, M. E., Simpson, R. G., & Crites, S. A. (2003). [A practical guide to functional behavior assessment](#). *Teaching Exceptional Children*, 35(5), 36–44.
- Tincani, M. J., Castrogiovanni, A., & Axelrod, S. (1999). [A comparison of the effectiveness of brief versus traditional functional analyses](#). *Research in Developmental Disabilities*, 20(5), 327–338.
- Tung, S. B., Donaldson, J. M., & Kahng, S. (2017). [The effects of preference assessment type on problem behavior \[PDF\]](#). *Journal of Applied Behavior Analysis*, 50(4), 861–866.

- Verriden, A. L., & Roscoe, E. M. (2016). [A comparison of preference-assessment methods \[PDF\]](#). *Journal of Applied Behavior Analysis*, 49(2), 265–285.

### 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.

- Different Roads to Learning. (2012, June 26). [Introducing the Assessment of Functional Living Skills \(AFLS\) from James Partington and Michael Mueller! \[Blog Post\]](#). Retrieved from <https://blog.difflearn.com/2012/06/26/introducing-the-assessment-of-functional-living-skills-afls-from-james-partington-and-michael-mueller/>
- Eden Autism (n.d.). [Eden Autism Assessment and Curriculum series](#). Retrieved from <http://edenautism.org/for-educators/services/eden-autism-assessment-and-curriculum-series/>

### Suggested

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

### Optional

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

### External Resource

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

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

## Unit 1 >> Behavior-Analytic Assessments

### Introduction

Behavioral excesses and deficits are problematic challenges for many individuals on the autism spectrum and other individuals with developmental delays. In this unit, you will examine the rationale for identifying and addressing challenging behaviors. You will also identify why challenging behavior occurs and consider some of the common misbeliefs about causes for behavior. To do this, you will need to study multiple assumptions and goals regarding FBA, along with the various methods and tools for gathering assessment information and determining the need for behavior-analytic services.

## 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:

- F-01: Review records and available data (for example, educational, medical, and historical) at the outset of the case.
- F-02: Determine the need for behavior-analytic services.

### Learning Activities

#### u01s1 - Studies

## Readings

Read the following:

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

Use your *Functional Assessment* text to read the following:

- Chapter 1, "The Importance of Identifying and Addressing Challenging Behavior," pages 3–29.
- Chapter 2, "Assumptions and Goals of Functional Assessment," pages 31–55.

Use the Capella University Library to read the following

- Shippen, M. E., Simpson, R. G., & Crites, S. A. (2003). [A practical guide to functional behavior assessment](#). *Teaching Exceptional Children*, 35(5), 36–44.

u01s1 - Learning Components

- Determine the need for behavior-analytic services.

### 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

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ABA Media Best Practices [DOCX]

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[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 four separate assignments that require you to assess the environmental variables and functions of behavior, assess client's skills, deficits, and preferences to determine appropriate intervention needs, and apply functions of behavior to determine intervention outcomes.

- Unit 2: Prioritizing Behavior.
- Unit 5: Antecedents, Behavior, and Consequences.
- Unit 7: Functional Assessment Report.
- Unit 9: Behavior-Analytic Assessment Tools.

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.

### u01a1 - Instructor Contact Session

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

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

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

- Responding to a majority of the ASRs through polls in Zoom.

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.

## u01d1 - Functional Behavior Assessment

Consider what you have learned about FBA in this unit. In your discussion post, address the following:

- To what extent should a person's diagnosis (for example, autism or ADHD) be considered by a behavior analyst in assessing the cause of his or her behaviors that have been targeted for change?
- When is it appropriate to attribute a person's diagnosed condition as the function of his or her behavior in an FBA?
- Why does the topography of the behavior reveal rather limited information about the conditions that account for the behavior of concern? Explain.
- Is it important to understand why a behavior occurs before planning how it can be changed? Explain your answer.

## 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

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#### Psychology Attributes and Evaluation of Discussion Contributions

#### u01d1 - Learning Components

- Explain the relationship between a person's diagnosed condition and the reasons behind a particular behavior.
- Explain whether it is important to understand why a behavior occurs before planning how it can be changed.

#### 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: Assess the environmental variables and functions of behavior.

Please carefully read the following instructions before beginning the quiz:

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

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

## Unit 2 >> Identifying Target Behavior

### Introduction

Prior to initiating services, a behavior analyst has the ethical responsibility to determine if there is a true need for behavioral services. Before a behavior analyst can observe a client or develop an intervention plan, he or she must begin the process by reviewing all records and data available for the client or student. Medical records, including the individual's diagnosis if applicable, educational records, and historical records should be reviewed to gain an initial understanding of the client's history. Once it has been determined that behavior-analytic services are appropriate, the behavior analyst must identify and prioritize socially significant behaviors that will be targeted for behavior change.

## 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:

- F-01: Review records and available data (for example, educational, medical, and historical) at the outset of the case.
- F-02: Determine the need for behavior-analytic services.
- F-03: Identify and prioritize socially significant behavior-change goals.

## Learning Activities

### u02s1 - Studies

## Readings

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

- Chapter 3, "Selecting and Defining Target Behaviors," pages 48–71.

### u02s1 - Learning Components

- Identify and prioritize socially significant behavior-change goals.

### u02v1 - Identifying Appropriate Target Behavior

Click the linked **Identifying Appropriate Target Behavior** title above to launch the media. In this activity, you will practice identifying and prioritizing target behaviors, explaining the social significance, and providing an operational definition.

**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

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ABA Media Best Practices [DOCX]

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[Identifying Appropriate Target Behavior](#)

### u02v1 - Learning Components

- Define behavior in observable and measurable terms.

### u02v2 - ABA Terminology Flashcards - Unit 2

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

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

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

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

#### Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 2](#)

#### u02v2 - Learning Components

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

#### u02a1 - Prioritizing Behavior

### Part 1

Consider the following three potential target behaviors that have been identified for Cheeri, a fifth grader attending a classroom for gifted students. Cheeri is a gifted student and has several disability diagnoses (for example, Tourett's, OCD, and ADD). Cheeri's case study can be found on page 24 in your *Functional Assessment* text.

1. Disruptive behaviors that include tapping the desk with writing utensils and blurting out answers.
2. Stereotypy behaviors that include rocking and rubbing her legs.
3. Blowing air from her mouth and clearing her throat.

### Part 2

Use the Worksheet for Prioritizing Potential Behaviors in the resources to prioritize Cheeri's behaviors for treatment. Use the key as identified on page 8, Table 1-1 of your *Functional Assessment* text to carefully rank each of Cheeri's potential target behaviors by the extent to which it meets or fulfills each prioritization criterion. You may add *NA* (not applicable) and *UNK* (unknown) to the key. You are required to submit this worksheet with the rest of your assignment.

### Part 3

For each of Cheeri's three target behaviors, explain why you gave each rating (on the 0–4 scale) for each of the nine points to consider when prioritizing behavior (that is, health and safety, longevity, likelihood of success, and so forth). Please note that Part 3 of this assignment is only asking how you would prioritize each behavior for eventual assessment and treatment. You are *not* to write an assessment or treatment plan. You are only required to describe your decisions for determining priorities.

## 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 seminal works.
- **Length:** 2–3 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.

**Note:** You may choose to save this blank file to use as a template for your future fieldwork.

Refer to the Prioritizing 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

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[APA Style and Format](#)

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

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[ePortfolio](#)

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

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[Worksheet for Prioritizing Potential Behaviors \[DOC\]](#)

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## u02a2 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

## u02d1 - The Case of Ruben

In the field of ABA, it is critical to collect data prior to developing interventions. In this discussion question, you will analyze ABC data prior identifying a function of Ruben's behavior. Please refer to the case study of Ruben on pages 109–111 in your *Functional Assessment* text. Then post a substantive response to the following discussion questions:

- What are the hypotheses you have about the function of Ruben's problem behavior?
- Are there any questions you would have liked to ask the staff or anyone else?

## 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

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Psychology Attributes and Evaluation of Discussion Contributions

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## u02d1 - Learning Components

- Create a hypothesis about the function of a problem behavior in a case study.

## u02q1 - Quiz 2

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

- Competency 1: Assess the environmental variables and functions of behavior.

Please carefully read the following instructions before beginning the quiz:

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

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

### Unit 3 >> Functional Behavior Assessments – Indirect Assessments

#### Introduction

Determining the function of challenging behaviors requires gathering information from sources who are familiar with the client or student. Parents, caregivers, teachers, and other significant individuals in a child's life can provide valuable information on the behaviors and habits of the client. In this unit, you will learn about interviews, questionnaires, and other indirect assessment methods for determining the student's skill strengths, deficits, and potential triggers for challenging behaviors.

#### 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:

- F-01: Review records and available data (for example, educational, medical, and historical) at the outset of the case.
- F-04: Conduct assessments of relevant skill strengths and deficits.
- F-06: Describe the common functions of problem behavior.
- F-07: Conduct a descriptive assessment of problem behavior.

#### Learning Activities

##### u03s1 - Studies

#### Readings

Use your *Functional Assessment* text to read the following:

- Chapter 3, "Assessing the Current Environment," pages 61–85.

Use the Capella library to read the following:

- Iwata, B. A., DeLeon, I. G., & Roscoe, E. M. (2013). Reliability and validity of the functional analysis screening tool. *Journal of Applied Behavior Analysis*, 46(1), 271–284.

##### u03s1 - Learning Components

- Conduct assessments of relevant skill strengths and deficits.
- Describe the common functions of problem behavior.
- Conduct a descriptive assessment of problem behavior.

### u03v1 - ABC Identification

Click the linked **ABC Identification** title above to launch the media. In this activity, you will learn how to identify the antecedent, behavior, and consequence within a series of short scenarios.

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

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

Course Resources

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

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[ABC Identification](#)

### u03v1 - Learning Components

- Identify the antecedent, behavior, and consequence within a series of short scenarios.

### 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

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

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[ABA Terminology Flashcards – Unit 3](#)

### u03v2 - Learning Components

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

### u03a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

## u03d1 - Antecedents

Indirect assessments derive from recollections, reconstructions or subjective ratings of events. Examples of indirect assessment's could include interviews, checklists and even rating scales. This discussion encourages you to explore behavioral interviews and the best practice necessary for effective implementation. For this discussion, post a substantive response to the following discussion question:

- Discuss at least three necessary interpersonal skills for an interview and why these are important for effective implementation.
- Why do practitioners typically avoid 'why' questions in a behavioral interview?

## 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

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#### Psychology Attributes and Evaluation of Discussion Contributions

## u03d1 - Learning Components

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

## u03q1 - Quiz 3

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

- Competency 1: Assess the environmental variables and functions of behavior.
- Competency 2: Assess client's skills, deficits, and preferences to determine appropriate intervention needs.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

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 >> Functional Behavior Assessments – Direct Assessments

### Introduction

This unit builds upon what you have already learned by expanding your knowledge of FBA to include direct methods of gathering data regarding behavior-environment relations. In this unit, you will discover direct observation strategies, including ABC data collection and scatterplots. These various ways of collecting data will allow you to identify and verify the correct functions for the targeted behaviors.

## 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:

- F-6: Describe the common functions of problem behavior.
- F-7: Conduct a descriptive assessment of problem behavior.

### Learning Activities

#### u04s1 - Studies

## Readings

Use your *Functional Assessment* text to read the following:

- Chapter 4, "Identifying the Function of Challenging and Appropriate Behaviors," pages 87–105.
- Chapter 5, "Selecting Setting Event, Antecedent, and Consequence Strategies and Appropriate Replacement Behaviors," pages 117–134.

#### u04s1 - Learning Components

- Describe the common functions of problem behavior.
- Conduct a descriptive assessment of problem behavior.

#### u04v1 - ABC Data Collection

Click the linked **ABC Data Collection** title above to launch the media. In this activity, you will have hands-on practice assessing multiple functions of behavior. This piece provides real-world experience by watching a series of short videos and then filling in a sample form.

**Note:** 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

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ABA Media Best Practices [DOCX]

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[ABC Data Collection](#)

#### u04v1 - Learning Components

- Assess multiple functions of behavior.

#### u04v2 - ABA Terminology Flashcards – Unit 4

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

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

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

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

#### Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 4](#)

#### u04v2 - Learning Components

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

#### u04a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

#### u04d1 - ShariLynn's Challenging Behavior

Identifying functions of behavior is an important step in any development of creating an intervention plan. This helps to reduce the implementation of ineffective behavioral support plans. For this discussion question, please read the case study of ShariLynn located on pages 111–113 of your *Functional Assessment* text. Then write a substantial discussion post on the following:

- Identify the function of ShariLynn's challenging behaviors. To do this, analyze the ABC data found on pages 112–113.
- Provide a rationale for why you selected that function, after you have identified the function of ShariLynn's behavior?
- Provide an explanation as to why the other functions are not applicable for this case.

## 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

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Psychology Attributes and Evaluation of Discussion Contributions

#### u04d1 - Learning Components

- Describe the function of a particular challenging behavior.

## 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: Assess the environmental variables and functions of behavior.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

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 >> Functional Behavior Assessment – Functional Analyses

### Introduction

A functional analysis is an assessment method where the behavior analyst attempts to confirm the variables controlling an individual's behavior. The functional analysis process involves the behavior analyst systematically manipulating environmental variables and measuring specific dimensions of behavior. It is important for all behavior analysts to be able to perform functional analyses and interpret the results of these analyses. These skills are of great importance because systematic manipulations provide greatest certainty when developing a hypothesis about the function of an individual's 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:

- F-08: Conduct a functional analysis of problem behavior.
- F-09: Interpret functional assessment data.

### Learning Activities

#### u05s1 - Studies

## Readings

Use your *Functional Assessment* text to review the following:

- Chapter 3, "Assessing the Current Environment," pages 61–85.

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

- Chapter 27, "Functional Assessment," pages 628–652.

Use the Capella library to read the following:

- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27(2), 197–209.

#### u05s1 - Learning Components

- Conduct a functional analysis of problem behavior.
- Interpret functional assessment data.

#### u05v1 - How to Conduct a Functional Analysis

Click the linked **How to Conduct a Functional Analysis** title to launch the media. In this activity, you will watch a series of videos and practice gathering data and developing a hypothesis and an appropriate treatment or intervention. This media piece will help prepare you for your Functional Assessment Report assignment.

**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

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

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[How to Conduct a Functional Analysis](#)

#### u05v1 - Learning Components

- Conduct functional assessment procedures.

#### 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

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

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[ABA Terminology Flashcards – Unit 5](#)

#### u05v2 - Learning Components

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

#### u05a1 - Antecedents, Behavior, and Consequences

For this assignment, use the "Problems in Math Class" activity on page 83 in Chapter 3 of your *Functional Assessment* text. Focus on the behaviors of Ramone. Create a blank Functional Analysis Observation Form (FAOF) using Table 3-8 on page 83 of your *Functional Assessment* text as a guide to document the behaviors of Ramone.

The disruptive target behaviors for this analysis include Ramone's:

- Refusals (such as not answering and not working at the board).
- Poking another student.
- Dropping his materials.
- Shouting.

You will also target his cooperative behavior of saying the rule.

Use the table you have created to record:

- The antecedents (A) that trigger the behavior.
- The consequences (C) that follow the behavior.
- The setting events (SE) that may be affecting behavior.

Remember that there may not be setting events for each instance of behavior, but they may be present throughout the activity. Antecedents and consequences may also occur across paragraphs.

Once you have completed the table:

1. Use the space below the table to list the patterns or consistencies in antecedents and consequences that appear to be related to the disruptive behaviors.
2. Develop a summary statement concerning antecedents, disruptive behaviors, and consequences. Then develop a summary statement concerning antecedents, cooperative behavior, and consequences.
3. Explain the importance of conducting assessments prior to the implementation of intervention. How does this ensure effective treatment?

## 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:** 2–3 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 Antecedents, Behavior, and Consequences 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

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[APA Style and Format](#)

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

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[ePortfolio](#)

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

### u05a2 - Instructor Contact Session

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

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

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

- Responding to a majority of the ASRs through polls in Zoom.

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.

### u05d1 - Choosing an Appropriate Functional Analysis Approach

In the past, most functional analyses consisted of the four conditions alternated to determine their effects on behavior. However, in addressing the various needs of challenging behaviors, many forms of functional analysis have been created.

For this discussion, think about a behavior that you have encountered in the past. Now, complete the following:

- Describe the type of functional analysis that would be most ideal for identifying the function of the behavior. Explain your reasons for choosing that type of functional analysis.
- Describe the conditions you would include in that assessment.
- Rationalize your reason for including those conditions.

## 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

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#### Psychology Attributes and Evaluation of Discussion Contributions

### u05d1 - Learning Components

- Identify the type of functional analysis that would be most appropriate for identifying the function of a behavior.
- Describe the conditions to be included in that assessment.

### 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: Assess the environmental variables and functions of behavior.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

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 >> Functional Behavior Assessments – Putting It Together

### Introduction

The past three units have focused on the process used to gain a better understanding of why a certain behavior is occurring in an individual. This process is referred to as a *functional assessment*. A functional assessment is conducted to identify the antecedents that may evoke a behavior and the consequences that may maintain it.

A functional assessment is defined as:

The process of generating information on the events preceding and following the behavior in an attempt to determine which antecedents and consequences are reliably associated with the occurrence of the behavior. Includes indirect assessment through interviews and questionnaires, direct observation of the antecedents and consequences in the natural environment, and functional analysis methods involving the manipulation of environmental events (Miltenberger, 2016, p. 531).

The last three units have shown you the pieces involved in an FBA: indirect assessment, direct assessment, and a functional analysis. This unit describes the process of putting those pieces together to interpret the functional assessment data. After you complete a functional assessment, you will have a better understanding of why the behavior is occurring and what antecedents or consequences may be playing a role in maintaining that 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:

- F-08: Conduct a functional analysis of problem behavior.
- F-09: Interpret functional assessment data.

#### Reference

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

### Learning Activities

#### u06s1 - Studies

### Readings

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

- Chapter 27, "Functional Assessment," pages 628–652.

Use the Capella library to read the following:

- Derby, K. M., Wacker, D. P., Peck, S., Sasso, G., DeRaad, A., Berg, W., . . . Ulrich, S. (1994). Functional analysis of separate topographies of aberrant behavior. *Journal of Applied Behavior Analysis*, 27(2), 267–278.
- Tincani, M. J., Castrogiovanni, A., & Axelrod, S. (1999). A comparison of the effectiveness of brief versus traditional functional analyses. *Research in Developmental Disabilities*, 20(5), 327–338.

#### u06s1 - Learning Components

- Conduct a functional analysis of problem behavior.
- Interpret functional assessment data.

#### u06v1 - How to Design a Functional Analysis

Click the linked **How to Design a Functional Analysis** title above to launch the media. Work through scenarios to practice the different aspects related to designing a functional assessment. This media piece will help prepare you for your Functional Assessment Report assignment in Unit 7.

**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

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ABA Media Best Practices [DOCX]

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[How to Design a Functional Analysis](#)

#### u06v1 - Learning Components

- Design functional assessment procedures.

#### u06v2 - ABA Terminology Flashcards – Unit 6

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

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

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

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

#### Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 6](#)

#### u06v2 - Learning Components

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

#### u06a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

#### u06d1 - Steps of a Functional Behavioral Assessment

Conducting an FBA allows you to determine the purpose or function of a specific behavior for a particular person. You can then use that information to design intervention strategies to decrease that behavior. For this discussion, complete the following:

- Explain how each step of an FBA is conducted and how each of these steps helps the behavior analyst come to a conclusion on the function of the behavior.
- Identify the step you would choose to conduct in the FBA, if you had to choose just one step. Explain why.

## 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

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#### Psychology Attributes and Evaluation of Discussion Contributions

##### u06d1 - Learning Components

- Explain the steps involved in a function behavior assessment.
- Evaluate the importance of the steps in a function behavior assessment.

##### 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 1: Assess the environmental variables and functions of behavior.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

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 >> Skill Assessments

### Introduction

In the field of ABA, we appreciate the uniqueness of all the individuals with whom we work. No two clients or students are exactly the same, so no two client's programs should be created exactly the same. Skill assessments are used to determine the strengths and deficits of clients. An initial skill assessment can offer clinicians a baseline of the client's skills, which can be compared to demonstrate progress after intervention. These skill assessments can also be used as a guide for choosing developmentally appropriate interventions. This unit will address the importance of these skill assessment tools and appropriate implementation.

## 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:

- F-04: Conduct assessments of relevant skill strengths and deficits.

## Learning Activities

### u07s1 - Studies

## Readings

Use the Capella library to read the following:

- Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching assessment techniques. *The Analysis of Verbal Behavior*, 30(1), 36–47.
- Partington, J. W., Bailey, A., & Partington, S. W. (2018). A pilot study examining the test-retest and internal consistency reliability of the ABLLS-R. *Journal of Psychoeducational Assessment*, 36(4), 405–410. doi:10.1177/0734282916678348
- Pritchard, J. K. (2013). Skills. *Behavior Analysis in Practice*, 6(1), 96–100.

Use the Internet to review the following:

- Different Roads to Learning. (2012, June 26). Introducing the Assessment of Functional Living Skills (AFLS) from James Partington and Michael Mueller! [Blog Post]. Retrieved from <https://blog.difflern.com/2012/06/26/introducing-the-assessment-of-functional-living-skills-afls-from-james-partington-and-michael-mueller/>
  - Review this blog to learn more about the Assessment of Functional Living Skills tool.
- Eden Autism (n.d.). Eden Autism Assessment and Curriculum series. Retrieved from <http://edenautism.org/for-educators/services/eden-autism-assessment-and-curriculum-series/>
  - Review this website to learn more about the Eden Skill Assessment and Curriculum.

### u07s1 - Learning Components

- Conduct assessments of relevant skill strengths and deficits.

### u07v1 - ABA Terminology Flashcards – Unit 7

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

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

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

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

## Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 7](#)

### u07v1 - Learning Components

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

### u07a1 - Functional Assessment Report

To prepare for your assignment, read the case study about Chad in your *Functional Assessment* text, pages 133–134. Then complete the Functional Assessment Report, as described below.

## Functional Assessment Report Structure and Content

In your functional assessment report:

- Provide an overview of the case.
  - Summarize the information obtained from the interview.
  - Summarize the ABC data.
- State the hypothesis clearly in one concise sentence. Then describe Chad's problem behavior and how you arrived at your initial hypothesis about the function of his problem behavior.
- Design the functional analysis conditions.
  - Using the information you gathered from the indirect and direct assessment (interview and ABC data), explain the need for a functional analysis.
  - Describe the functional analysis procedure you would use to test your hypothesis about the behavior's function.
    - List the conditions that would be included in your functional analysis and provide a description of how these conditions would be carried out.
    - Include information regarding how you would gather data, and ensure interobserver agreement (IOA) and proper implementation of the conditions.

Describe the type of results you expect from the functional analysis procedure by including a hypothetical graph demonstrating the results of your functional analysis.

## 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, citations, and headings are formatted according to current APA style guidelines.
- **Resources:** 1–2 scholarly or professional resources.
- **Length:** 5–7 double-spaced pages of content, in addition to a title page and a references page.
- **Font and font size:** Times New Roman, 12-point.
- **SafeAssign:** You are required to use SafeAssign before submitting the completed assignment to your instructor. Submit your work to SafeAssign **as a draft**, review the results, and make any needed changes. When you are ready, submit your assignment to the assignment area for grading.

Refer to the Functional Assessment Report Scoring Guide to ensure that you understand and meet the grading criteria for this assignment.

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

Course Resources

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[APA Style and Format](#)

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

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[ePortfolio](#)

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[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 by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

## u07d1 - Skills Assessments

Skills assessments are a necessary component to the application of behavioral interventions. For this discussion, complete the following:

- Describe a skills assessment that you have used or heard of in your time spent either studying or practicing in the field.
- Explain your experience with your chosen skills assessment.
  - What types of skills were being assessed?
- Evaluate whether that skills assessment was appropriate for the population in that situation. If it was not, explain why not.

## 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

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#### Psychology Attributes and Evaluation of Discussion Contributions

## u07d1 - Learning Components

- Describe the key features of a skills assessment.
- Evaluate whether a skills assessment is appropriate for the population in a particular situation.

## 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: Assess the environmental variables and functions of behavior.
- Competency 2: Assess client's skills, deficits, and preferences to determine appropriate intervention needs.

Please carefully read the following instructions before beginning the quiz:

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

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

## Introduction

Reinforcement is a key element in behavior change programs, but what is considered reinforcing varies widely between clients or even depending on the time of day. Stimulus preference assessments and reinforcer assessments are tools that can be used to determine what an individual finds reinforcing at the time, to rank the preference of items from highest to lowest, and to explore conditions that effect reinforcer effectiveness, such as deprivation and satiation. This unit will address different types of preference assessments and how to implement these tools successfully.

## 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:

- F-05: Conduct preference assessments.

## Learning Activities

### u08s1 - Studies

## Readings

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

- Chapter 11, "Positive Reinforcement," pages 252–285.

Use the Capella library to read the following:

- Verriden, A. L., & Roscoe, E. M. (2016). [A comparison of preference-assessment methods \[PDF\]](#). *Journal of Applied Behavior Analysis*, 49(2), 265–285.
- Call, N. A., Trosclair-Lasserre, N. M., Findley, A. J., Reavis, A. R., & Shillingsburg, M. A. (2012). [Correspondence between single versus daily preference assessment outcomes and reinforcer efficacy under progressive-ratio schedules](#). *Journal of Applied Behavior Analysis*, 45(4), 763–777.
- Leaf, J. B., Leaf, R., Alcalay, A. D., Leaf, J. A., Ravid, D., Dale, S., . . . Oppenheim-Leaf, M. (2015). [Utility of formal preference assessments for individuals diagnosed with autism spectrum disorder](#). *Education and Training in Autism and Developmental Disabilities*, 50(2), 199–212.

### u08s1 - Learning Components

- Conduct preference assessments.

### u08v1 - Preference Assessments

Click the linked **Preference Assessments** title above to launch the media. In this activity, you will develop a deeper understanding of preference assessments and the best one to choose for a particular situation.

**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

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#### [Preference Assessments](#)

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ABA Media Best Practices [DOCX]

### u08v1 - Learning Components

- Identify an appropriate preference assessment for a given situation.

## u08v2 - 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

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

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[ABA Terminology Flashcards – Unit 8](#)

## u08v2 - Learning Components

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

## u08a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

## u08d1 - Preference Assessments

Preference assessments are a great tool to use in ABA for many reasons. In your discussion post, please address the following to illustrate your competency on this concept:

- Describe one of the research-based methods for conducting preference assessment.
- Explain why preference assessments are conducted in ABA interventions.
- Explain the risks involved with not conducting a preference assessment.

## 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

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#### u08d1 - Learning Components

- Describe one of the research-based methods for conducting preference assessment.
- Explain why preference assessments are conducted in ABA interventions.

#### 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 1: Assess the environmental variables and functions of behavior.
- Competency 2: Assess client's skills, deficits, and preferences to determine appropriate intervention needs.

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 >> Preference Assessments – Part 2

#### Introduction

In this unit, you will explore further the different types of preference assessments and the conditions under which they are used. Similarities and differences between reinforcer and preference assessments will be discussed in your ICS in this unit. Also, in this unit, you will read and learn about demand assessments and discuss their utility in functional analyses.

#### 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:

- F-05: Conduct preference assessments.
- F-08: Conduct a functional analysis of problem behavior.

#### Learning Activities

#### u09s1 - Studies

#### Readings

Use the Capella library to read the following:

- Tung, S. B., Donaldson, J. M., & Kahng, S. (2017). The effects of preference assessment type on problem behavior [PDF]. *Journal of Applied Behavior Analysis*, 50(4), 861–866.
- Call, N. A., Miller, S. J., Mintz, J. C., Mevers, J. L., Scheithauer, M. C., Eshelman, J. E., & Beavers, G. A. (2016). Use of a latency-based demand assessment to identify potential demands for functional analyses. *Journal of Applied Behavior Analysis*, 49(4), 900–914.

- Roscoe, E. M., Rooker, G. W., Pence, S. T., & Longworth, L. J. (2009). Assessing the utility of a demand assessment for functional analysis. *Journal of Applied Behavior Analysis*, 42(4), 819–825.
- Fahmie, T. A., Iwata, B. A., & Jann, K. E. (2015). Comparison of edible and leisure reinforcers. *Journal of Applied Behavior Analysis*, 48(2), 331–343.
- Da Fonte, M. A., Boesch, M. C., Edwards-Bowyer, M. E., Restrepo, M. W., & Bennett, B. P. (2016). A three-step reinforcer identification framework: A step-by-step process. *Education & Treatment of Children*, 39(3), 389–409.

#### u09s1 - Learning Components

- Conduct a functional analysis of problem behavior.
- Conduct preference assessments.

#### u09v1 - ABA Terminology Flashcards – Unit 9

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

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

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

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 9](#)

#### u09v1 - Learning Components

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

#### u09a1 - Behavior-Analytic Assessment Tools

For this assignment, choose one of the following behavior-analytic assessment tools to review: ABLS, VBMAPP, Skills Curriculum, and PDC.

In narrative form, please research the selected assessment tool and complete the following:

- Describe the overall areas that are assessed using this tool and explain the type of conditions under which the use of this tool may be warranted.
- Analyze the strengths of the assessment tool.
- Analyze the weaknesses of the assessment tool.

Be sure to support your conclusions with scholarly or professional resources.

## Assignment Requirements

Your assignment should meet the following requirements:

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** 2–4 scholarly or professional resources.
- **Length:** 3–4 double-spaced pages, excluding title page and list of 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 Behavior-Analytic Assessment Tools 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

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[APA Style and Format](#)

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

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[ePortfolio](#)

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

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### **u09a2 - Instructor Contact Session**

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

### **u09d1 - The Importance of Data Collection**

Behavior analyst do not just assume information when developing behavior support plans. In this discussion, you will be asked to develop your thoughts on this concept. Write a substantial post by addressing the following:

- Explain why it is important to rely on data during the assessment process.
  - Why do we not solely rely on the information reported to us by the parent or teacher?
- Describe how you may take into account reactivity issues when conducting assessments.
  - How can you prevent reactivity?

## **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

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Psychology Attributes and Evaluation of Discussion Contributions

### **u09d1 - Learning Components**

- Explain the importance of relying on data during the assessment process.
- Describe how to take into account reactivity issues when conducting assessments.

## 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 1: Assess the environmental variables and functions of behavior.
- Competency 2: Assess client's skills, deficits, and preferences to determine appropriate intervention needs.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

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 >> Importance of Functional Assessment Tools

### Introduction

In this unit, you will be reviewing and finishing up the conversation on behavior-analytic assessments and the importance of these in the development of behavior-analytic interventions. You will review the different steps involved in an FBA. You will also review the functions of behavior and how to design functional analysis conditions. In your ICS, you will work through different case scenarios and identify the type of assessment needed. In your discussion, you will converse about the importance of behavior-analytic assessments and consider what behavior analysis would be like without completing these.

## 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:

- F-1: Review records and available data.
- F-2: Determine the need for behavior-analytic services.
- F-3: Identify and prioritize socially significant behavior-change goals.
- F-6: Describe the common functions of behavior.
- F-8: Conduct a functional analysis of problem behavior.

### Learning Activities

## u10s1 - Studies

## Readings

Use the Capella library to complete the following:

- Scott, T. M., Liaupsin, C. J., Nelson, C. M., & Jolivette, K. (2003). Ensuring student success through team-based functional behavioral assessment. *Teaching Exceptional Children*, 35(5), 16–21.
- Ryan, A. L., Halsey, H. N., & Matthews, W. J. (2003). Using functional assessment to promote desirable student behavior in schools. *Teaching Exceptional Children*, 35(5), 8–15.

#### u10s1 - Learning Components

- Apply principles related to behavior assessment.

#### 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

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 10](#)

#### u10v1 - Learning Components

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

#### u10a1 - Instructor Contact Session

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

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

- Attending ICS by phone or Zoom.
- Actively providing spoken or written input during ICS.
- Responding to a majority of the ASRs through polls in Zoom.

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.

#### u10d1 - Assessment and Ethics

A lot has changed in the field of applied behavior in relation to the ethical codes and the high standards our practitioners are held to. In this discussion, reflect on the development of this progress.

- Discuss what used to happen in the 1960s when assessments were not conducted prior to conducting treatment.
- Describe what the field would look like today if assessments were not an important part of the process.

## 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

### u10d1 - Learning Components

- Explain the importance of ethics in the assessment process.

### 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 1: Assess the environmental variables and functions of behavior.
- Competency 3: Apply functions of behavior to determine intervention outcomes.

Please carefully read the following instructions before beginning the quiz:

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

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