

Syllabus

Course Overview

In this course you will learn more about systems used to change behavior. More specifically, you will look at behavior-change systems derived from B. F. Skinner's analysis of verbal behavior. This course will also prepare you for being a supervisor in behavior analysis. You will learn about how to train others to follow behavior support plans and how to oversee those carrying out these plans to ensure continued compliance. You will practice setting up a management system to ensure best-practice supervision systems are in place. This course will also help prepare you to assess workplace issues to determine the causes of the problems and direct you to necessary interventions needed.

Instructional Activities

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

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

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

Instructor Contact Sessions

Each week 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 instructor contact sessions are subject to change. These changes will be communicated to you by the instructor in the courseroom.

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

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

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

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

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

Multimedia Activities

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

In each of these multimedia activities, an [ABA Media Best Practices 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.

Adobe Connect Activities

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

Course Competencies

(Read Only)

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

- 1 Apply the principles of behavior analysis to supervisory practices.
- 2 Apply performance monitoring systems to oversee behavior change programs.
- 3 Design behavior change systems to behaviors of social significance using Skinner's analysis of verbal behavior.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

PSY7708 - PSY112, co-requisite PSY7713

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

Daniels, A. C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement* (3rd ed.). New York: McGraw-Hill Professional. ISBN: 9781259644900.

Sundberg, M. L. (2008). *VB-MAPP: Verbal behavior milestones assessment and placement program*. Concord, CA: AVB Press. ISBN: 9780981835600.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Adobe Connect Activities.

External or built-in microphone

Broadband Internet connection

Library

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

- Bailey, J., & Burch, M. (2010). [*25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*](#). New York, NY: Routledge.

- Barbera, M. L., & Rasmussen, T. (2007). *The verbal behavior approach: How to teach children with autism and related disorders*. Philadelphia, PA: Jessica Kingsley Publishers.
- Belisle, J., Rowsey, K. E., & Dixon, M. R. (2016). *The use of in situ behavioral skills training to improve staff implementation of the PEAK relational training system*. *Journal of Organizational Behavior Management*, 36(1), 71–79.
- Fienup, D. M., Luiselli, J. K., Joy, M., Smyth, D., & Stein, R. (2013). *Functional assessment and intervention for organizational behavior change: Improving the timeliness of staff meetings at a human services organization*. *Journal of Organizational Behavior Management*, 33(4), 252–264.
- Gravina, N., Cummins, B., & Austin, J. (2017). *Leadership's role in process safety: An understanding of behavioral science among managers and executives is needed*. *Journal of Organizational Behavior Management*, 37(3–4), 316–331.
- Hine, K. M. (2014). *Effects of behavioral skills training with directed data collection on the acquisition of behavioral practices by workers in a private, not-for-profit child care center*. *Journal of Organizational Behavior Management*, 34(3), 223–232.
- Johnson, D. A., & Dickinson, A. M. (2010). *Employee-of-the-month programs: Do they really work?* *Journal of Organizational Behavior Management*, 30(4), 308–324.
- Martinez-Onstott, B., Wilder, D., & Sigurdsson, S. (2016). *Identifying the variables contributing to at-risk performance: Initial evaluation of the performance diagnostic checklist-safety (PDC-safety)*. *Journal of Organizational Behavior Management*, 36(1), 80–93.
- Miller, M. V., Carlson, J., & Sigurdsson, S. O. (2014). *Improving treatment integrity in a human service setting using lottery-based incentives*. *Journal of Organizational Behavior Management*, 34(1), 29–38.
- Normand, M. P., & Kohn, C. S. (2013). *Don't wag the dog: Extending the reach of applied behavior analysis*. *The Behavior Analyst*, 36(1), 109–122.
- Pampino, R. N., Jr., Heering, P. W., Wilder, D. A., Barton, C. G., & Burson, L. M. (2003). *The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop*. *Journal of Organizational Behavior Management*, 23(2), 5–19.
- Pampino, R. N., Jr., MacDonald, J. E., Mullin, J. E., & Wilder, D. A. (2003). *Weekly feedback vs. daily feedback: An application in retail*. *Journal of Organizational Behavior Management*, 23(2), 21–43.
- Rodriguez, M. A. (2011). *Cash is king—How OBM helped a North American telecommunications organization obtain \$76 million in receivables*. *Journal of Organizational Behavior Management*, 31(3), 163–178.
- Rodriguez, M., Wilder, D. A., Therrien, K., Wine, B., Miranti, R., Daratany, K., . . . Rodriguez, M. (2005). *Use of the performance diagnostic checklist to select an intervention designed to increase the offering of promotional stamps at two sites of a restaurant franchise*. *Journal of Organizational Behavior Management*, 25(3), 17–35.

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.

- Association for Science in Autism Treatment. (n.d.). *Making requests by pointing [Video]*. | *Transcript* Retrieved from <https://vimeo.com/103727606>
- Behavior Analyst Certification Board. (2018). *BCaBA supervision contract specifications*. Retrieved from <https://www.bacb.com/wp-content/uploads/2017/09/161221-BCaBA-supervision-contract-specifications.pdf>
- Behavior Analyst Certification Board. (2018). *Supervision resources*. Retrieved from <https://www.bacb.com/supervision-resources/>
- OBM Network. *About organizational behavior management (OBM)*. Retrieved from <http://obmnetwork.com/about-the-obm-network/about-organizational-behavior-management-obm/>
- Sundberg, D. (2016). *5 things behavior analysts should know about organizational behavior management (OBM)*. Retrieved from <http://www.bsci21.org/5-things-behavior-analysts-should-know-about-organizational-behavior-management-obm/>

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/>
- U.S. Department of Health & Human Services. (n.d.). *Summary of the HIPAA privacy rule*. <https://www.hhs.gov/>

Unit 1 >> Applying Verbal Behavior

Introduction

In this unit, you familiarize yourself with the terminology associated with this topic, including Skinner's elementary verbal operants, mand, tact, echoic, intraverbal, textual, and transcription. Verbal behavior is an important concept to analyze, as it helped to develop techniques in applied behavior analysis that increase functional language in learners. Functional language naturally increases independence, resulting in socially significant behaviors. The first three units of this course will move beyond a theoretical discussion of verbal behavior and provide you with the necessary tools to teach skills using verbal behavior methods.

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:

- G-11: Use Skinner's analysis to teach verbal behavior.

Learning Activities

u01s1 - Studies

Readings

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

Use [*The Verbal Behavior Approach: How to Teach Children With Autism and Related Disorders*](#) to read the following:

- Chapter 1, "Starting with ABA," pages 17–27.
- Chapter 2, "The ABCs of ABA," pages 28–46.
- Chapter 3, "Assessing Your Child," pages 47–57.
- Chapter 4, "Developing Reinforcers," pages 58–70.

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

[ABA Media Best Practices Guide](#)

[ABA Terminology Flashcards - Unit 1](#)

u01s2 - Assignment Preparation

In this course, you will complete five separate assignments that require you to apply the principles of behavior analysis to supervisory practices, apply performance monitoring systems to oversee behavior change programs, and design behavior change systems to behaviors of social significance using Skinner's analysis of verbal behavior.

- Unit 2: Verbal Behavior – Part 1.
- Unit 3: Verbal Behavior – Part 2.
- Unit 5: Supervision Contract and Plan.
- Unit 7: Supervision Sessions Best Practice.
- Unit 9: Designing a Management System.

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 Web sites.

u01s3 - Your Online ePortfolio

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

Using ePortfolio to Prepare for Your Capstone

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

Using ePortfolio to Build Your Career

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

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

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

Saving Your Documents to ePortfolio

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

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

Privacy Statement

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

u01s4 - Using Adobe Connect

In this course, you will use Adobe Connect to attend instructor contact sessions (ICSs).

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

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Instructions and tutorials are available from the [Using Adobe Connect](#) support page.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

u01a1 - Instructor Contact Session

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

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

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

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

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

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u01d1 - Applications of Verbal Behavior

In addition to teaching functional language skills to children diagnosed with autism spectrum disorder, the analysis of verbal behavior has also provided the framework for other practical applications that aim to improve socially significant behaviors (for example, relational frame theory).

- Describe at least one other technology that is rooted in the analysis of verbal behavior.
 - Support your description with scholarly research.
- List the elementary operants involved in the technology you chose to describe.
- Provide your opinion on where the field of behavior analysis may be without the analysis of verbal behavior.

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

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 competencies:

- Design behavior change systems to behaviors of social significance using Skinner's analysis of verbal behavior.

Please carefully read the following instructions before beginning the quiz:

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

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

Unit 2 >> Verbal Behavior Approaches - Part 1

Introduction

The acquisition, generalization, and maintenance of functional communication skills are critical for students on the autism spectrum, and those with other developmental delays, since these skills are vital replacement behaviors for some challenging behaviors. Functional communication training is an essential feature of a complete behavioral intervention plan. In this unit, you consider types of communication and the important role of expressive language, study various forms of language (such as vocal speech, signing, picture cards, and computerized devices), and are introduced to the analysis and assessment of verbal behavior and its related operants.

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:

- G-11: Use Skinner's analysis to teach verbal behavior.

Learning Activities

u02s1 - Studies

Readings

Use [*The Verbal Behavior Approach*](#) to read the following:

- Chapter 5, "Manding," pages 71–80.
- Chapter 6, "Increasing and Improving Speech in Non-Vocal or Minimally Vocal Children," pages 81–92.
- Chapter 7, "Errorless Teaching and the Use of Transfer Procedures," pages 93–104.

u02v1 - ABA Training Types: Mand Training and Tact Training

Click the linked **ABA Training Types: Mand Training and Tact Training** title above to launch the media. In this activity, you will learn more about mand and tact training and apply techniques by working through scenarios and making a series of decisions about the case presented.

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

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

Course Resources

ABA Media Best Practices Guide

ABA Training Types: Mand Training and Tact Training

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 2](#)

u02a1 - Verbal Behavior – Part 1

Jayden is a 2-year-old male who has demonstrated delays in language and motor milestones. Jayden began consistently walking at 18 months old and demonstrates difficulty echoing words and sounds. Jayden's parents report that he demonstrates 10 total mands when requesting items, though the word approximations are often difficult to understand.

Jayden received his diagnosis two weeks ago and is scheduled to attend an ABA center as soon as an opening is available. The VB-MAPP milestone assessment was completed by a board certified behavior analyst as a baseline assessment of his skills.

Before beginning this assignment, take some time to review Jayden's VB-MAPP Milestone Scoring Form and compare it to the VB-MAPP protocol book to evaluate Jayden's current skill level. (Your instructor will explain how to use the protocol book in your ICS session this week.)

For this assignment, complete the following:

- Describe some of Jayden's strengths. Use specific examples from the milestone assessment to support your reasoning.
- Describe some of Jayden's deficits. Use specific examples from the milestone assessment to support your reasoning.
- Based on Jayden's current skill sets, identify at least 10 milestone goals that should be written into Jayden's program. Be sure to select goals from different verbal operants and skill sets. For example: Social 13-M: Intraverbally responds to 5 different questions or statements from peers.
 - Which is the highest priority for Jayden's therapists to work on? Why?
 - Which level (1, 2, or 3) of Jayden's milestones should be prioritized? Why?
- Explain why the milestone goals you selected are socially significant for Jayden.
- Define the term *splinter skills* and explain how they should be addressed for Jayden.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 1–2 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 **Verbal Behavior – Part 1 Scoring Guide** to ensure you understand the grading criteria for this assignment.

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

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

Course Resources

Jayden's VB-MAPP Milestone Scoring Form

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

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u02a2 - Instructor Contact Session

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

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

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

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

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u02d1 - Mand Versus Tact

Often, early professionals in the field of applied behavior analysis tend to confuse the terms *mand* and *tact*. It is important to understand that these two terms are different, and this discussion will help you identify the dissimilarities.

- In your own words, explain the difference between a mand and a tact.
 - Consider who is benefiting in terms of the listener and the speaker.
 - Discuss each with respect to spontaneous speaking.
- Consider which verbal operant should be taught first. Why?
- Develop your own example of a mand and a tact.

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u02q1 - Quiz 2

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

- Design behavior change systems to behaviors of social significance using Skinner's analysis of verbal behavior.

Please carefully read the following instructions before beginning the quiz:

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

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

Unit 3 >> Verbal Behavior Approaches - Part 2

Introduction

In Unit 3, we continue to address important strategies for remediating deficits in speech and improving nonvocal or minimally vocal children. Now the focus is on the application of verbal behavior techniques for discriminating, counting, and teaching verbal operants, including echoics, mands, tacts, and intraverbals. As previously noted, functional communication training is an essential feature of a complete behavioral intervention plan. These four verbal operants are key components in any plan to increase expressive language. In Unit 3, you will also extend your proficiency in understanding errorless teaching and the use of transfer procedures.

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:

- G-11: Use Skinner's analysis to teach verbal behavior.

Learning Activities

u03s1 - Studies

Readings

Use [*The Verbal Behavior Approach*](#) to read the following:

- Chapter 8, "Teaching Receptive Language Skills and Other Nonverbal Operants," pages 105–117.
- Chapter 9, "Teaching Verbal Operants," pages 118–131.

Use the Internet to complete the following:

- Association for Science in Autism Treatment. (n.d.). [*Making requests by pointing*](https://vimeo.com/103727606) [Video] | [Transcript](#). Retrieved from <https://vimeo.com/103727606>
 - You will refer to this video in the discussion in this unit.

u03v1 - ABA Training Types: Intraverbal Training and Echoic Training

Click the linked **ABA Training Types: Intraverbal Training and Echoic Training** title above to launch the media. In this activity, you will learn more about intraverbal and echoic training and apply techniques by working through scenarios and making a series of decisions about the case presented.

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

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

Course Resources

ABA Media Best Practices Guide

ABA Training Types: Intraverbal Training and Echoic Training

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 3](#)

u03a1 - Verbal Behavior – Part 2

Milestone goals are important skills that are based on a child's developmental milestones. These are skills that typically-developing children achieve around certain ages of development. Many children with autism spectrum disorder and other developmental disabilities do not meet these developmental milestones at the expected ages.

The VB-MAAP assessment milestone goals are based on these developmental milestones. Review the milestone goals you selected for Jayden's case scenario in your Verbal Behavior – Part 1 assignment.

For this assignment, complete the following steps:

1. Choose three of the 10 milestones you suggested in the Verbal Behavior – Part 1 assignment.
2. For each of the three milestone goals chosen, select a minimum of four supporting skills from the "task analysis and supporting skills" section of the VB-MAPP text to target as skills to build toward the milestone goal.

Example:

If the milestone goal "Intraverbal 6-M: Completes 10 different fill-in-the-blank phrases of any type" was selected, the following would be appropriate skills to target to help Jayden reach that milestone goal:

- Intraverbal 6-c: Completes 5 different song fill-ins.
- Intraverbal 6-d: Completes 2 different verbal fill-ins involving fun activities.

These would be appropriate targeted skills, because they help him build on the overall goal of completing five fill-in answers. **Note:** You should be identifying a total of 12 supporting skills.

3. Next, choose five of the 12 skills you selected, and write a strategy for how to teach each one to Jayden. Be sure to choose skills from three different verbal operants. Provide a rationale for what you selected. Consider Jayden's skill strengths and deficits when choosing appropriate teaching strategies.

Ex. If you were teaching Jayden hand-washing, you might create a task analysis.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 1–2 scholarly or professional resources.
- **Length:** 2–3 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 **Verbal Behavior – Part 2 Scoring Guide** to ensure you understand the grading criteria for this assignment.

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

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

Course Resources

[Jayden's VB-MAPP Milestone Scoring Form](#)

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

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u03a2 - Instructor Contact Session

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

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

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

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

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u03d1 - Functional Communication Skills

Review the *Making Requests* video from the Association for Science in Autism Treatment (linked in Resources). Discuss its relevance to mand training. With using this procedure, how could this benefit the client to develop more functional communication skills?

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

[*Making Requests by Pointing \[Video\]*](#) | [Transcript](#)

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:

- Design behavior change systems to behaviors of social significance using Skinner's analysis of verbal behavior.

Please carefully read the following instructions before beginning the quiz:

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

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

Unit 4 >> Introduction to OBM

Introduction

Organizational behavior management (OBM) is an applied behavior analysis based approach, where behavior analysts use the principles of behavior analysis to promote beneficial changes in a workplace setting. As behavior analysts, you may find yourself spending a fair amount of time managing employees in addition to conducting assessments and writing treatment plans. OBM can be used to improve workplace efficiency by improving training systems, addressing workplace issues through reinforcement based interventions, as well as motivating staff in a positive manner. Unit 4 provides an introduction to organizational behavior management and describes how knowledge in OBM can be used to make you a better supervisor.

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:

- I-01: State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (such as poor client outcomes, poor supervisee performance).
- I-02: Establish clear performance expectations for the supervisor and supervisee.
- I-03: Select supervision goals based on an assessment of the supervisee's skills.
- I-04: Train personnel to competently perform assessment and intervention procedures.

Learning Activities

u04s1 - Studies

Readings

Use your *Bringing Out the Best in People* text to read the following:

- Chapter 1, "Fads, Fantasies, and Fixes," pages 3–12.
- Chapter 2, "Management by Common Sense Is Not Management at All," pages 13–20.
- Chapter 3, "Louder, Longer, Meaner," pages 21–30.
- Chapter 5, "The ABCs of Performance Management," pages 41–48.

Use the Internet to read the following:

- OBM Network. [About organizational behavior management \(OBM\)](http://obmnetwork.com/about-the-obm-network/about-organizational-behavior-management-obm/). Retrieved from <http://obmnetwork.com/about-the-obm-network/about-organizational-behavior-management-obm/>
- Sundberg, D. (2016). [5 things behavior analysts should know about organizational behavior management \(OBM\)](http://www.bsci21.org/5-things-behavior-analysts-should-know-about-organizational-behavior-management-obm/). Retrieved from <http://www.bsci21.org/5-things-behavior-analysts-should-know-about-organizational-behavior-management-obm/>

u04v1 - ABA Terminology Flashcards - Unit 4

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

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 4](#)

u04a1 - Instructor Contact Session

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

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

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

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

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

[Using Adobe Connect](#)

[Disability Services](#)

u04d1 - Introduction to OBM

In addition to modifying behavior, behavior analysts are frequently engaged in employee management as well as increasing employee productivity and motivation.

- Describe organizational behavior management (OBM) and how it relates to applied behavior analysis (ABA).
- Provide an example of one application of OBM, and describe which underlying principles of behavior analysis are rooted in the application.
- Compare and contrast the different areas of OBM, including behavior-based safety, systems analysis, and performance management.
- Describe the area of OBM that interests you the most, and explain why. Describe any experience or exposure you have had with OBM.

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.

Psychology Attributes and Evaluation of Discussion Contributions

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:

- Apply the principles of behavior analysis to supervisory practices.

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 >> Introduction to Supervision

Introduction

Supervision is a critically important part of developing the field of behavior analysis. Too often in this field, we see behavior analysts who recently passed the certification exam thrust into the role of supervisor without gaining the necessary experience or understanding the full weight of the expectations that go along with supervision. A lack of experience and well designed supervision leads to poor supervision and an unprepared behavior analyst. If this supervision is not adequate, the trickle-down effect can have disastrous consequences for clients and families. In this unit, you will learn the reasons for using behavior-analytic supervision, as well as the potential risks of ineffective supervision. ;

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:

- I-01: State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (such as poor client outcomes, poor supervisee performance).
- I-02: Establish clear performance expectations for the supervisor and supervisee.
- I-03: Select supervision goals based on an assessment of the supervisee's skills.
- I-04: Train personnel to competently perform assessment and intervention procedures.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to read the following:

- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.
 - Chapter 15, "Can You Show Me That?," pages 173–182.
 - Chapter 24, "Training, Coaching, and Mentoring," pages 275–283.
- Belisle, J., Rowsey, K. E., & Dixon, M. R. (2016). *The use of in situ behavioral skills training to improve staff implementation of the PEAK relational training system*. *Journal of Organizational Behavior Management*, 36(1), 71–79.
- Hine, K. M. (2014). *Effects of behavioral skills training with directed data collection on the acquisition of behavioral practices by workers in a private, not-for-profit child care center*. *Journal of Organizational Behavior Management*, 34(3), 223–232.

Use the Internet to read the following:

- Behavior Analyst Certification Board. (2018). *Supervision resources*. Retrieved from <https://www.bacb.com/supervision-resources/>
- Behavior Analyst Certification Board. (2018). *BCaBA supervision contract specifications*. Retrieved from <https://www.bacb.com/wp-content/uploads/2017/09/161221-BCaBA-supervision-contract-specifications.pdf>

These resources will help you complete the Supervision Contract and Plan assignment, due in this unit.

u05v1 - Supervision Flow Chart

Click the linked **Supervision Flow Chart** title above to launch the media. In this media piece, you will make choices about when different activities (for example, contract discussion, fee discussion) should take place within the context of supervision meetings.

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

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

Course Resources

Supervision Flow Chart

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 5](#)

u05a1 - Supervision Contract and Plan

As you are now aware, having a system in place for approaching supervision is important in order to ensure effective supervision is being delivered. Please review Dr. Bailey's supervision flowchart which outlines an ethical approach to providing supervision.

Imagine you are about to start supervising an individual who is enrolled in applied behavior analysis coursework for their experience hours. For this assignment, design a supervision plan that contains the following:

- Design a contract that may be used at the onset of this supervision process. Be sure to include in your contract all the essential elements of a good supervisory contract (such as, fees, frequency and duration of supervision, types of supervision activities, et cetera).
- In addition to the contract, provide a summary that explains the important elements of this contract, and explain why these were included.
- Provide a list of all of the items that should be addressed in each of the first two supervision meetings, and explain why each area is an important topic to cover in each of these meetings.
- Relate the supervision plan you outlined here to your own experience with either supervision toward your applied behavior analysis experience hours or a similar experience. Describe pitfalls from previous supervision experiences and how your supervision plan would avoid those pitfalls.

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 1 scholarly or professional resource.
- **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 **Supervision Contract and Plan Scoring Guide** to ensure you understand the grading criteria for this assignment.

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

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

Course Resources

[Supervision Flowchart](#)

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

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u05a2 - Instructor Contact Session

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

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

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

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

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u05d1 - Supervision

Throughout your career you will work under many different supervisors with many different skill sets and mannerisms. In order to become a board certified behavior analyst, you must complete behavior analytic work under a supervisor in accordance with the Behavior Analyst Certification Board experience guidelines.

- Describe your experiences with supervision. If you are currently completing the supervision experience, you can structure your answers around your supervised independent fieldwork or practicum. If you have not started your supervision experience, reference an employment or volunteer position.
- Describe a positive experience you have had working with a supervisor. If you have had multiple supervisors, are there any commonalities between the experiences that went well and those that were not as favorable? For those areas that could be improved, what could have been done differently?

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

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:

- Apply the principles of behavior analysis to supervisory practices.

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 >> Performance Feedback

Introduction

Supervisors are ethically obligated to train supervisees and personnel to competently perform assessment and intervention procedures. A large function of the supervisor or management role is providing constructive feedback to behavior therapists or supervisees. Providing feedback can often be a challenge, particularly if the feedback is critical of the employee or supervisees appointment. Behavior analysts are tasked with using function-based strategies to improve personnel performance, beginning with appropriate constructive feedback and following through with monitoring to ensure improvement has occurred. This unit provides an overview of strategies for performance monitoring, feedback, and reinforcement systems, which can improve supervisee and employee performance.

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:

- I-05: Use performance monitoring, feedback, and reinforcement systems.
- I-07: Use function-based strategies to improve personnel performance.

Learning Activities

u06s1 - Studies

Readings

Use *Bringing Out the Best in People* to read the following:

- Chapter 7, "Capturing Discretionary Effort Through Positive Reinforcement," pages 63–74.
- Chapter 8, "Decreasing Behavior—Intentionally or Otherwise," pages 75–82.
- Chapter 12, "Performance Feedback," pages 121–128.

Use the Capella library to read the following:

- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.
 - Chapter 14, "Use Shaping Effectively," pages 163–171.
- Pampino, R. N., Jr., MacDonald, J. E., Mullin, J. E., & Wilder, D. A. (2003). *Weekly feedback vs. daily feedback: An application in retail*. *Journal of Organizational Behavior Management*, 23(2), 21–43.

u06v1 - 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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 6](#)

u06a1 - Instructor Contact Session

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

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

Participation is defined as:

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

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

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

[Using Adobe Connect](#)

[Disability Services](#)

u06d1 - Feedback Effectiveness

Supervisors provide feedback to regularly promote development and skill advancement. How a supervisor provides feedback can set the tone for employee motivation and overall morale.

- Examine the literature, and describe the different approaches to performance feedback.
- Describe the types of feedback that appear to be most effective in managing performance. Which type do you prefer?

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.

Psychology Attributes and Evaluation of Discussion Contributions

u06d1 - Learning Components

- Describe different approaches to performance feedback.
- Evaluate different types of feedback to determine which are most effective in managing performance.

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:

- Apply the principles of behavior analysis to supervisory practices.
- Apply performance monitoring systems to oversee behavior change programs.

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 >> Maintaining Performance: Incentives

Introduction

Reinforcement is a guiding strategy in behavior-change procedures. Too often, workplaces only focus on punishment-based strategies such as reprimands or warnings when attempting to improve personnel performance. Incentive strategies, such as providing extra vacation days for high performers, can cause workplace-wide performance changes. By using reinforcement-based incentives, employers can see significant improvement in personnel performance and workplace satisfaction. In this unit, you learn about more reinforcement-based strategies used in OBM.

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:

- I-07: Use function-based strategies to improve personnel performance.

Learning Activities

u07s1 - Studies

Readings

Use your *Bringing Out the Best in People* text to read the following:

- Chapter 14, "Goal Setting to Shape Behavior," pages 139–148.
- Chapter 15, "The Four R's of Effective Management," pages 149–166.
- Chapter 16, "Compensation and Performance Appraisal," pages 167–180.

Use the Capella Library to read the following:

- Johnson, D. A., & Dickinson, A. M. (2010). Employee-of-the-month programs: Do they really work? *Journal of Organizational Behavior Management*, 30(4), 308–324.
- Miller, M. V., Carlson, J., & Sigurdsson, S. O. (2014). Improving treatment integrity in a human service setting using lottery-based incentives. *Journal of Organizational Behavior Management*, 34(1), 29–38.

u07s1 - Learning Components

- Describe reinforcement-based strategies used in OBM.

u07v1 - Supervision Feedback

Click the linked **Supervision Feedback** title above to launch the media. In this piece, you will observe a supervisor delivering feedback to a supervisee following a 1:1 behavior therapy session. Work through scenarios to practice evaluating the feedback given by a supervisor. This media piece will help prepare you for your Supervision Sessions Best Practice 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 in order to pass the course.

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

Course Resources

[Supervision Feedback](#)

ABA Media Best Practices Guide

u07v2 - 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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 7](#)

u07v2 - Learning Components

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

u07a1 - Supervision Sessions Best Practice

Interactions between supervisors and supervisees should be carefully considered in order to foster a positive work environment that encourages high compliance with the delivery of treatment plans. In this assignment, you will consider how to effectively deliver feedback during supervision sessions between a supervisor and a supervisee in order to increase the likelihood of improved performance.

Review the three supervision videos in this unit's Supervision Feedback media presentation. Then complete the following:

- Describe the interactions observed in all three videos.
 - What is the ratio of praise to constructive statements in each video?
- Research best practices related to supervision feedback. Summarize the main conclusions of the research.
- Evaluate the interactions in each video.
 - How did what you observed in each of the videos compare to best practice techniques in the OBM literature on feedback (hint: think about Daniels's 4:1 ratio).
 - What worked well in the interactions?
 - What did not work well in the interactions?
 - Which video do you believe would be most likely to improve the supervisee's performance?

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 3 scholarly or professional resources.
- **Length:** 2–3 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 **Supervision Sessions Best Practice Scoring Guide** to ensure you understand the grading criteria for this assignment.

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

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

Course Resources

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

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u07a2 - Instructor Contact Session

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

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

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

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

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

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u07d1 - Competency Checks

Many organizations use checklists for providing feedback that help guide the expectations and the conversation around the employee's performance. Sometimes these are called competency checklists, performance checklists, or fidelity checklists.

- Have you encountered checklists like this in a place of work? If so, how do you feel about them? How did they change how supervision sessions went?
- If you have not encountered these, discuss whether you think they would add value. Why or why not?

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u07d1 - Learning Components

- Evaluate the use of competency checklists when providing performance feedback.

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:

- Apply the principles of behavior analysis to supervisory practices.

Please carefully read the following instructions before beginning the quiz:

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

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

Unit 8 >> Assessing Workplace Issues – Behavior Systems Analysis and Performance Diagnostic Checklists

Introduction

All work environments are susceptible to a variety of workplace issues, ranging from attendance issues and employee disputes to difficulties with structuring the organization itself. As discussed in Unit 4, OBM methods can be used to improve these workplace issues and increase workplace satisfaction and productivity. In order to improve these issues, it is important to determine where the issues lie and potential causes for these challenges. A performance diagnostic checklist (PDC) identifies the variables contributing to poor employee performance, and subsequently recommends an intervention to improve performance. After these variables have been identified, the behavior analyst can determine appropriate strategies to improve personnel performance. In this unit, you will look into assessment methods such as the PDC, used in OBM to assess workplace issues.

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:

- I-06: Use a functional assessment approach (such as performance diagnostics) to identify variables affecting personnel performance.
- I-07: Use function-based strategies to improve personnel performance.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Martinez-Onstott, B., Wilder, D., & Sigurdsson, S. (2016). Identifying the variables contributing to at-risk performance: Initial evaluation of the performance diagnostic checklist-safety (PDC-safety). *Journal of Organizational Behavior Management*, 36(1), 80–93.
- Rodriguez, M., Wilder, D. A., Therrien, K., Wine, B., Miranti, R., Daratany, K., . . . Rodriguez, M. (2005). Use of the performance diagnostic checklist to select an intervention designed to increase the offering of promotional stamps at two sites of a restaurant franchise. *Journal of Organizational Behavior Management*, 25(3), 17–35.
- Fienup, D. M., Luiselli, J. K., Joy, M., Smyth, D., & Stein, R. (2013). Functional assessment and intervention for organizational behavior change: Improving the timeliness of staff meetings at a human services organization. *Journal of Organizational Behavior Management*, 33(4), 252–264.

- Pampino, R. N., Jr., Heering, P. W., Wilder, D. A., Barton, C. G., & Burson, L. M. (2003). The use of the performance diagnostic checklist to guide intervention selection in an independently owned coffee shop. *Journal of Organizational Behavior Management*, 23(2), 5–19.

u08v1 - Workplace Assessments

Click the linked **Workplace Assessments** title above to launch the media. In this activity, you will develop a deeper understanding of benefits and disadvantages of different assessment tools 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 in order to pass the course.

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

Course Resources

[Workplace Assessments](#)

ABA Media Best Practices Guide

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 8](#)

u08a1 - Instructor Contact Session

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

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

- Attending instructor contact session by phone or Adobe Connect.

- Actively provide spoken or written input during instructor contact session.
- Respond to a majority of the ASRs through polls in Adobe Connect.

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

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

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u08d1 - Performance Diagnostic Checklist

We have learned that work environments should be assessed to determine overall functionality and areas for improvement. Each assessment has a unique focus, and selecting the appropriate tool will yield the best results.

Use one version of the performance diagnostic checklist (PDC, PDC-HS, or PDC-Safety) to assess the reason for a workplace issue of your choice. You could choose a problem at your own workplace or work through case scenarios. Provide responses to each portion of the checklist and a brief summary of the hypothesized cause of the workplace issue.

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u08d1 - Learning Components

- Assess a workplace issue using a performance diagnostic checklist.

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:

- Apply the principles of behavior analysis to supervisory practices.

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 >> Evaluating Your Supervision System

Introduction

A supervisor cannot put an intervention strategy in place to improve a supervisee's performance and simply hope it will be effective. The role of supervision can be viewed in a manner similar to how behavior analysts attempt to create behavior change in clients and students. All interventions require monitoring for success and modifications if the strategies are unsuccessful.

"The success of applied behavior analysis (ABA) is completely dependent on modifying the behavior of mediators, such as staff, peers, and parents' (Sturmey, 2008, p. 159). Nothing could be truer, and our success depends on a thorough, fluent knowledge of available training techniques" (Bailey & Burch, 2010, pp. 275–276).

This unit will address strategies to evaluate the effects of supervision, such as client outcomes and improvements, in supervisee repertoires.

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:

- I-08: Evaluate the effects of supervision (for instance, on client outcomes, on supervisee repertoires).

Reference

Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for professional behavior analysts: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.

Learning Activities

u09s1 - Studies

Readings

Use your *Bringing Out the Best in People* text to read the following:

- Chapter 10, "Pinpointing," pages 97–108.
- Chapter 13, "A Model for Problem Solving," pages 129–138.
- Chapter 17, "Employee Engagement," pages 181–190.

u09s1 - Learning Components

- Evaluate the effects of supervision, such as client outcomes and improvements in supervisee repertoires.

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 provides you with a solid foundation for developing examples of these terms and ultimately for practical application in the field.

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

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

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

Course Resources

[ABA Terminology Flashcards - Unit 9](#)

u09v1 - Learning Components

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

u09a1 - Designing a Management System

Imagine you are a behavior analyst who has just opened up a new practice. You are planning to hire three new registered behavior technicians (RBTs). As the owner, and the only behavior analyst at your organization, you are in charge of ensuring your new RBTs are highly trained, carry through with your behavior plans, and meet any other performance expectations (such as, turning in data sheets and collecting accurate data).

- Describe your process for training the employees, and justify your choices based on best practice in the literature.
 - What will you cover in your first training sessions?
 - How will you know that they have mastered the training objectives?
- Explain in detail how you will ensure the RBTs will follow through with the behavior plans (for example, use of fidelity checklists, frequency and duration of supervision sessions).
 - What type of documentation will you use when conducting supervision sessions?
 - How often will you observe the RBTs and for how long?
 - How will feedback be delivered?
- Describe how you would set up a management system to ensure that your supervisees (RBTs, and those in training) continue to perform at a high level.
 - What will you do to maintain ongoing supervision?
- Describe your system if performance issues arise.
 - How will you assess the situation and decide on a plan of action?

Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least 4–5 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 **Designing a Management System Scoring Guide** to ensure you understand the grading criteria for this assignment.

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

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

Course Resources

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

[APA Style and Format](#)

[ePortfolio](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u09a2 - Instructor Contact Session

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

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

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

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

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u09d1 - OBM Topic Review

Organizational behavior management has many applications. Each application has a specific focus that produces its own literature.

Pick a topic in OBM (training, behavior-based safety, oversight of behavior management programs, systems analysis or assessment) and conduct a brief literature review. Describe what you learned from this review of the literature and how you can apply it to your supervisory practices.

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u09d1 - Learning Components

- Synthesize the research related to a topic in organizational behavior management (OBM).
- Describe how research can inform supervisory practices.

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:

- Apply the principles of behavior analysis to supervisory practices.

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 >> Leadership

Introduction

For some, it can take time to develop the skills and strategies necessary to be an effective leader. In the field of applied behavior analysis, the ever-growing number of students seeking supervision has caused a drastic shortage of qualified supervisors. Becoming a supervisor is a position that should not be taken lightly. The ripple effect of supervision can have a much larger reach than just your supervisee. Strong supervision utilizing ABA techniques and appropriate strategies will not only benefit the supervisee. It will also benefit the clients or students working with those supervisees, and potentially future behavior analysts who will be guided by your supervisees. It is our ethical responsibility as supervisors to take this task seriously and approach supervision with great planning and care. In this unit, you review previously covered task list elements covering effective supervision practice and consider how competence in these skills contributes to being a great leader.

Instructional Activities

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

- I-01: State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (such as poor client outcomes, poor supervisee performance).
- I-02: Establish clear performance expectations for the supervisor and supervisee.
- I-03: Select supervision goals based on an assessment of the supervisee's skills.
- I-04: Train personnel to competently perform assessment and intervention procedures.
- I-05: Use performance monitoring, feedback, and reinforcement systems.
- I-06: Use a functional assessment approach (for instance, performance diagnostics) to identify variables affecting personnel performance.
- I-07: Use function-based strategies to improve personnel performance.
- I-08: Evaluate the effects of supervision (for instance, on client outcomes, on supervisee repertoires).

Learning Activities

u10s1 - Studies

Readings

Use your *Bringing Out the Best in People* text to read the following:

- Chapter 20, "Performance Management," pages 215–224.

Use the Capella library to read the following:

- Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge.
 - Chapter 3, "Leadership," pages 27–36.
 - Chapter 23, "Understanding and Using Power," pages 267–274.
- Normand, M. P., & Kohn, C. S. (2013). *Don't wag the dog: Extending the reach of applied behavior analysis*. *The Behavior Analyst*, 36(1), 109–122.
- Rodriguez, M. A. (2011). *Cash is king—How OBM helped a North American telecommunications organization obtain \$76 million in receivables*. *Journal of Organizational Behavior Management*, 31(3), 163–178.
- Gravina, N., Cummins, B., & Austin, J. (2017). *Leadership's role in process safety: An understanding of behavioral science among managers and executives is needed*. *Journal of Organizational Behavior Management*, 37(3–4), 316–331.

u10v1 - Practice Certification Exam

Click the linked **Practice Certification Exam** title above to launch the media. Take this practice examination to test your knowledge and identify any areas that challenge you. This media piece will help prepare you for your board certified behavior analyst examination.

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

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

Course Resources

[Practice Certification Exam](#)

ABA Media Best Practices Guide

u10v1 - Learning Components

- Apply knowledge of concepts and principles used in the field of applied behavior analysis.

u10v2 - ABA Terminology Flashcards - Unit 10

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

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

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

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

Course Resources

ABA Media Best Practices Guide

[ABA Terminology Flashcards - Unit 10](#)

u10v2 - Learning Components

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

u10a1 - Instructor Contact Session

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

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

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

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

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please email DisabilityServices@capella.edu to request accommodations.

Course Resources

[Using Adobe Connect](#)

[Disability Services](#)

u10d1 - Behaviors of Leaders

List three effective leadership traits, and then describe them by objectively defining the behaviors involved in each. Discuss whether these are traits you have observed in other leaders or if they are behaviors you would exhibit as a leader.

Response Guidelines

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

Course Resources

Psychology Attributes and Evaluation of Discussion Contributions

u10d1 - Learning Components

- Describe effective leadership traits.
- Define behaviors associated with particular leadership traits.