

## Syllabus

### Course Overview

This is the first of five applied behavior analysis courses that you will take if you are working toward your undergraduate certificate in applied behavior analysis. The five courses will provide you with foundational knowledge of major competency areas in the applied behavior analysis field. The courses focus on foundational behavior analysis theories, concepts, and techniques, applied research methods in the field, and ethical standards to which professionals in the applied behavior analysis field must adhere. Once you have successfully completed this undergraduate certificate program, you will be prepared to interpret research studies in applied behavior analysis; identify behavioral problems through assessment; select targeted behaviors for change; conduct consultations; and design, implement, and evaluate culturally appropriate and ethical behavioral interventions under the supervision of a board certified behavior analyst (BCBA) in order to bring about positive behavioral change for diverse individuals.

In this introductory course, we explore the applied behavior analysis (ABA) field, including its history, the philosophy, and basic concepts and principles in the field. You are introduced to the Behavior Analyst Certification Board, which is a nonprofit organization that sets standards and provides credentialing for the field of ABA. We study foundational knowledge of the major applied behavior analysis theories, concepts, and terminology. These are the basic building blocks that will help you become a highly qualified practitioner in the field of ABA. You will explore the basic assumptions of this science and how ABA is defined. The activities in this course allow you to develop an understanding of controlling factors of behavior, including antecedents, consequences, and positive and negative reinforcement, as well as many other behavioral concepts and processes used to conceptualize, assess, and change behaviors of interest.

### Instructional Activities

Throughout all of your applied behavior 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 BCBA/BCaBA Task List (5th ed.): 45 hours of philosophical underpinnings, as well as concepts and principles of behavior analysis.

To see the task list items addressed in each of the ABA courses, complete the [Behavior Analyst Task List, 5th Edition](#) presentation.

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

#### Instructor Contact Sessions

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

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

**You must attend seven out of 10 of these sessions synchronously (live) in order to pass the course.** If you are going to miss a session you must notify your instructor in advance. You will also be required to view a recording of the session you missed and write a two-page summary of the content covered for credit (including any responses to active student responding questions asked throughout).

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

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

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

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

## Multimedia Activities

In addition to the ICS activities, you will engage with various multimedia presentations 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 two. To maximize your participation and score, participate at least two days in each discussion. Your responses must be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages active, focused, and engaging discussion. This will give you ample opportunity to gain a better understanding of the subject matter and assignments presented in each of the 10 units in this course.

## Adobe Connect Activities

This course requires learners to participate in synchronous online meetings or deliver asynchronous presentations 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 Resources

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ABA Media Best Practices

## Course Competencies

(Read Only)

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

- 1 Investigate the field of applied behavior analysis.
- 2 Apply the basic principles and concepts of behavioral change.
- 3 Apply advanced principles and concepts of behavioral change.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

## Course Prerequisites

*There are no prerequisites for this course.*

## 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

Malott, R. W., & Shane, J. T. (2014). *Principles of behavior* (7th ed.). New York, NY: Routledge. ISBN: 9780205959495.

### Library

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

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

## External Resource

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

- [Behavior Analyst Certification Board](http://www.bacb.com/). (n.d.). Retrieved from <http://www.bacb.com/>

## Suggested

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

## Optional

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

## Unit 1 >> Applied Behavior Analysis: An Overview

### Introduction

Behavior analysis can be traced back to the early 1900s. It gained popularity in the 1950s when the basic principles of the science were applied to problems of human significance. Following interest in the experiments of Pavlov and others, John Watson experimented with behavior and introduced the idea of *behaviorism*. B. F. Skinner expanded behavioral principles and was a prolific writer and champion of understanding and changing behavior through observation and implementing behavioral principles. Watson and Skinner took a scientific approach to understanding how behavior occurs, and how to change behavior. This was a far different perspective from Freud and others' psychoanalytic thinking. Watson and Skinner were interested only in observable behavior, rather than subjective experiences, such as thoughts and emotions, that could not be measured at that time. Through their scientific work, we learned that behavior can be increased, decreased, shaped, or discontinued or extinguished altogether by making simple adjustments in the environment. These principles are still relevant today.

In this unit, you are introduced to the history of behaviorism and to some of the concepts that you will apply as an applied behavior analysis (ABA) professional to increase desired behavior and decrease or extinguish undesirable behavior. We explore what makes the field of behavior analysis so unique and what sets us apart from other professions by getting an introduction to the seven dimensions of applied behavior analysis.

In this unit, you also have the opportunity to get familiar with the types of careers available for ABA professionals. Throughout the course, your readings, your instructor, and your peers are here to help you get familiar with the history, language, and goals of ABA, as well as current opportunities in this exciting and growing field!

## Instructional Activities

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

- A-1 Identify the goals of behavior analysis as a science (that is, description, prediction, control).
- A-2 Explain the philosophical assumptions underlying the science of behavior analysis (such as selectionism, determinism, empiricism, parsimony, pragmatism).
- A-3 Describe and explain behavior from the perspective of radical behaviorism.
- A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
- A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

### Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Learning Activities

### u01s1 - Studies

## Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 1, "The Reinforcer (Positive Reinforcer)," pages 1–14.

Use the Capella Library to read the following:

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

### Campus Resources

- Read What Can I Do With a MS in Psychology With a Specialization in Applied Behavior Analysis?, from Capella's Career Center. Although this is written for learners pursuing master's degrees, it contains a wealth of information that you may find useful as you begin to learn about the field of applied behavior analysis.
- Visit the Career's Center's page, Informational Interviewing. On that page, complete the **Informational Interviewing on-demand tutorial**, and the short Capella media video entitled **The Information Interview Process**. This information will help you prepare for and complete your Unit 6 assignment.

### Internet Resources

Use the Internet to complete the following:

- Complete the following on the Behavior Analyst Certification Board website:
  - Review **About the BACB**.
  - Create an account by clicking the **My Account** tab and following the instructions.
  - Review the information on obtaining a BCaBA credential.

### u01s2 - Assignment Preparation: Exploring a Career in ABA

Through the certification process, you will become quite proficient in navigating the website of the Behavior Analyst Certification Board. In this study's requirement, you will explore the BACB website to find a board certified behavior analyst (BCBA) or a board certified assistant behavior analyst (BCaBA) in your area and make contact with her or him. Your instructor will review how to find someone to interview in your Instructor Contact Session, and How to Find a Board Certified Behavior Analyst in Your Area provides instructions for accessing this information. Additionally, use the Career Center's Informational Interviewing resources you have been assigned to study to help you prepare.

You should include the following questions as part of your interview to help you develop a deeper understanding of this professional path:

- What is your job title?
- With what population of individuals do you work?
- Discuss your daily job tasks.
- What inspired you to become a BCBA (or BCaBA)?
- What do you like most about your job?
- What do you like least about your job?
- What would be the one thing you would tell a newcomer entering the field?

After the interview is complete, you will draft a summary of the information you gathered and submit this document as your Exploring a Career in Applied Behavior Analysis assignment in Unit 6.

**Note:** Do not think that you can put this off until the last minute and still be able to find someone to interview, schedule the interview, prepare for and conduct the interview, and write it up in only one week's time. Begin this very unit to start your search for the subject of your interview, and begin to think about the conversation you want to have. As you might imagine, these professionals are very busy. You need to extend them the professional courtesy of scheduling your interview well in advance, and arriving at the interview thoroughly prepared, whether the interview is in person or by phone.

## u01v1 - ABA Terminology Flashcards – Unit 1

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

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

**Note:** This media 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

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ABA Media Best Practices

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

## u01d1 - Exploring the Field of Applied Behavior Analysis

In this first unit, you are exploring the field of behavior analysis and the many applications of the science. To guide your discussion, conduct a job search for an applied behavior analysis position that is of interest to you. You can use a number of search strategies to find job listings. You can use search tools, such as Career Builder and Indeed, or use a search engine, such as Google or Yahoo to search the term "applied behavior analysis jobs." Once you have had a chance to view a number of jobs, select one that most interests you. Save the web address or link to the job of interest.

For this discussion:

- In your own words, describe the field of behavior analysis.
- Identify the different populations that can be served by the science.
- Discuss the different career paths available in behavior analysis.
- Describe the type of position that is most interesting to you and explain why.
- Provide the web address or link to the job of interest.

Feel free to refer back to the Career Center's presentation, What Can I Do With a MS in Psychology With a Specialization in Applied Behavior Analysis?, for resources that provide great information about careers in Behavior Analysis.

## Response Guidelines

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

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

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What Can I Do With a MS in Psychology With a Specialization in Applied Behavior Analysis?

### u01d2 - Mentalistic versus Environmental Explanations

In this unit we discuss the terms *mentalistic explanation* and *environmental explanation*. Given your understanding of these, post a response to the following:

- Provide an example of a mentalistic explanation and an example of an environmental explanation.
- Compare the two explanations, describing how they are the same and how they differ.
- Why do behavior analysts avoid mentalistic explanations?
- How does avoiding mentalistic explanations help when modifying behavior?
- Describe a time that you have used an environmental explanation to analyze your own behavior.

## Response Guidelines

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

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

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### 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:

- Competency 1: Investigate the field of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

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

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

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 2 >> The Basics of Behavior Analysis

### Introduction

In this unit, we will discuss the concepts of behaviors and responses and learn how they can be combined to make a response class. We will introduce the idea of positive and negative reinforcement, and what they have to do with *stimulus control*. These words may seem foreign now, but they will become a familiar part of your vocabulary in no time.

As we discuss positive reinforcement and negative reinforcement, it is important to note that in behavioral terms, positive does not mean *good*, and negative does not mean *bad*. Behavior analysts use the term *positive* to recognize that something (a stimulus) is added to the environment. The term *negative* refers to removing a stimulus from the environment.

For example, car manufacturers use negative reinforcement to encourage the use of seat belts. They do this by making our cars with annoying buzzing sounds when we start the car. We remove the sound by fastening our seat belts. In this case, we have been *negatively reinforced* (the behavior increased) for the behavior of wearing our seat belts!

This week you will learn how to identify which procedure is used—positive or negative reinforcement—when presented with a scenario. This will be particularly useful when you work in the field where you analyze behaviors and create effective intervention plans.

### Instructional Activities

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

- B-1 Define and provide examples of behavior, response, and response class.
- B-2 Define and provide examples of stimulus and stimulus class.
- B-4 Define and provide examples of positive and negative reinforcement contingencies.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u02s1 - Studies

### Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 2, "Reinforcement (Positive Reinforcement)," pages 15–33.
- Chapter 3, "Escape (Negative Reinforcement)," pages 35–55.



## u02v1 - Positive and Negative Reinforcement

Click **Positive and Negative Reinforcement** and complete the interactive activity by answering the questions provided.

**Note:** This media 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

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ABA Media Best Practices

## u02v2 - ABA Terminology Flashcards – Unit 2

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

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

**Note:** This media 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

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ABA Media Best Practices

## u02a1 - Positive and Negative Reinforcement

Distinguishing between positive and negative reinforcement is an important part of the behavior analysis assessment process to identify the reason that a behavior occurs. Understanding the reasons or motivations for behavior can help us as professionals to determine the types of interventions that could be effective in changing the behavior.

Consider the different motives behind the same behavior of screaming in the following examples:

- A boy you are working with engages in the undesirable behavior of screaming in order to get your attention. This is an example of positive reinforcement because the reinforcer of your attention is added after the screaming behavior occurs. The addition of a reinforcing stimulus (your attention) is the positive aspect of this example of positive reinforcement.
- Another child engages in the undesirable behavior of screaming in order to avoid brushing her teeth. This is an example of negative reinforcement because the behavior allows her to take away the aversive stimulus of brushing her teeth. The removal of the aversive stimulus (brushing teeth) is the negative aspect of this example of negative reinforcement. For both of the examples, we see the behavior increase in the future, which is how we know reinforcement has occurred.

Use the Positive and Negative Reinforcement Worksheet, located in the resources section of this assignment, to complete the following:

- Provide two examples of positive reinforcement that you have observed either personally or professionally.
- Then, provide two examples of negative reinforcement that you have observed either personally or professionally.

As you draft these examples in the template, you will be asked to determine:

- The behavior that changed.
- Whether the behavior increased or decreased.
- Whether a stimulus was added or taken away.
- Whether the process was positive or negative reinforcement.
- The antecedent to the behavior.
- The consequences of the behavior.

## Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.

Course Resources

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Positive and Negative Reinforcement Worksheet

### u02a2 - Instructor Contact Session

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

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

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

### u02d1 - Positive Reinforcement

For this discussion, we focus on *positive reinforcement*. Read the scenario and respond to the questions that follow.

Quinn rarely participated in her first-grade class. One day, she answered a question, and her teacher provided her verbal praise. From that point on, Quinn's class participation increased and the verbal praise continued. Explain why the teacher's verbal praise was an example of positive reinforcement by addressing the following:

- Describe in detail what behavior changed in this scenario.
- Did the behavior of interest increase or decrease in this scenario? Why?
- What was added or taken away in this scenario?

Provide your own example of a time when you either observed or used positive reinforcement, or a time when someone may have used positive reinforcement on you to modify your behavior.

Be sure to include these three elements in the descriptions of each of your examples:

1. The antecedent.
  2. The target behavior.
  3. The consequence.
- Explain why it is important to identify a positive reinforcement contingency in applied behavior analysis.

## Response Guidelines

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

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u02d2 - Negative Reinforcement

For this discussion, we focus on *negative reinforcement*. Read the scenario and respond to the questions that follow.

Every time Joe was asked to open a history book in school, he would whine and say, "I hate history" and argue with the teacher about "needing to learn this stuff." The teacher would eventually send Joe to the principal's office, where he would remain until the next activity started. Joe's refusal to study history in class continued intermittently throughout the school year. In terms of whining and arguing behaviors, sending Joe to the principal's office probably functioned as a form of negative reinforcement.

- Describe in detail what behavior changed in this scenario.
- Did the behavior of interest increase or decrease in this scenario? Why?
- What was added or taken away in this scenario?

Provide two examples of your own of a time when you either observed or used negative reinforcement, or a time when someone may have used negative reinforcement on you to modify your behavior. Be sure to include these three elements in each of your examples:

1. The antecedent.
  2. The target behavior.
  3. The consequence.
- Describe why it is important to identify a negative reinforcement contingency in applied behavior analysis.

## Response Guidelines

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

### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u02q1 - Quiz 2

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

- Competency 2: Apply the basic principles and concepts of behavioral change.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 3 >> Decreasing Behavior

### Introduction

In Unit 2, you learned about the procedures of positive and negative *reinforcement*, where behaviors are increased. In this unit, you are introduced to the terms and explore positive and negative *punishment*. You learn that the biggest difference with punishment procedures (whether positive or negative) is that the behaviors decrease in the future. Again this week, you identify which procedure is used—positive or negative punishment, or positive or negative reinforcement—through use of scenarios. As a practitioner, you will use these skills in real-world cases where you are needed to analyze behaviors and develop effective treatment plans to decrease undesirable behaviors and increase desirable behaviors.

This unit will also address the difference between *respondent conditioning* and *operant conditioning*. Both of these kinds of conditioning are very important parts of learning. With operant conditioning, behaviors are controlled by consequences. With respondent conditioning, certain stimuli are paired with other stimuli, which can change the way we respond to stimuli.

## Instructional Activities

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

- B-6: Define and provide examples of positive and negative punishment contingencies.
- B-3: Define and provide examples of respondent and operant conditioning.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u03s1 - Studies

## Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 4, "Punishment (Positive Punishment)," pages 56–78.

- Chapter 5, "Penalty (Negative Punishment)," pages 79–99.
- Chapter 21, "Respondent Conditioning," pages 330–348.

### u03v1 - Positive and Negative Punishment

Click **Positive and Negative Punishment** and complete the interactive activity by answering the questions provided.

**Note:** This media 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

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ABA Media Best Practices

### u03v2 - Respondent versus Operant Conditioning

Click **Respondent Versus Operant Conditioning** and complete the interactive activity by answering the questions provided.

**Note:** This media 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

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[Respondent versus Operant Conditioning](#)

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ABA Media Best Practices

### u03v3 - ABA Terminology Flashcards – Unit 3

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

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

**Note:** This media 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

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### **u03a1 - Instructor Contact Session**

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

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

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

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

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

#### Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

### **u03d1 - Positive and Negative Punishment in Daily Life**

For this discussion, review the following scenario and answer the questions. Positive and negative punishment are often confused, so be sure to think carefully about the differences between them.

When Roy finished his puzzle, his mother praised him and said to him loudly, "Good job, Roy!" Roy then stopped playing with puzzles from that point on. His mother's praise was a positive punishment.

Explain why positive punishment is the appropriate term for this scenario by:

- Describing what behavior changed in this scenario.
- Addressing whether the behavior of interest increased or decreased in this scenario, and why.
- Explaining what was added or taken away in this scenario.

Provide your own example of a time when you either observed or used positive punishment, or a time when someone may have used positive punishment on you to modify your behavior.

Be sure to include these three elements in the description of your example:

1. The antecedent.
  2. The target behavior.
  3. The consequence.
- Is the example you provided a naturally occurring event or something that is contrived?
  - Also, explain if the behavior being punished is one that should have been decreased.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u03d2 - Using Punishment to Change Behavior

Read the following scenario and answer the questions that follow.

Roman made an inappropriate comment in class and everyone laughed. The teacher told the students not to pay attention to him when he makes inappropriate comments. When Roman made an inappropriate comment next, no one laughed. Roman stopped making those comments.

In your post, first state if this is an example of positive or negative punishment. Defend your selection by completing the following:

- Describe in detail what behavior changed in this scenario.
- Explain whether the behavior of interest increased or decreased in this scenario, and why.
- Identify what was added or taken away in this scenario.

Provide an example of a time when you either observed or utilized negative punishment, or a time when someone may have used negative punishment on you to modify your behavior.

Be sure to include these three elements in the description of your example:

1. The antecedent.
  2. The target behavior.
  3. The consequence.
- Is the example you provided a naturally occurring event or something that is contrived?
  - Also explain if the behavior being punished is one that should be decreased.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u03q1 - Quiz 3

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

- Competency 2: Apply the basic principles and concepts of behavioral change.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 4 >> Extinguishing Behavior

### Introduction

In this unit, you learn about the behavioral principle of *extinction*. When a behavior is placed on extinction, it stops occurring. Therefore extinction is used by behavior analysis professionals when attempting to decrease the likelihood of a behavior occurring again. Through the materials and your work in the unit, you explore the process of extinction, including identifying naturally occurring examples as well as designing the environment to contrive extinction for a behavior you would like to decrease.

### Instructional Activities

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

- B-9 Define and provide examples of operant extinction.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u04s1 - Studies

### Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 6, "Extinction (Following Reinforcement) and Recovery (Following Punishment)," pages 100–120.

#### u04s2 - Assignment Preparation: Exploring a Career in ABA

This study is a reminder that your summary of the interview you are to conduct with a board certified behavior analyst is due at the end of Unit 6.

By now, you should have explored the [Behavior Analyst Certification Board](#) website, found a board certified behavior analyst (BCBA) or board certified assistant behavior analyst (BCaBA) in your area, and made contact with him or her. During your interview, you are to ask these guiding questions to investigate a deeper understanding of this professional path:

- What is your job title?



- With what population of individuals do you work?
- Discuss your daily job tasks.
- What inspired you to become a BCBA (or BCaBA)?
- What do you like most about your job?
- What do you like least about your job?
- What would be the one thing you would tell a newcomer entering the field?

After asking these questions, please summarize the information and record your findings in a Word document. You will be required to submit this document as your Exploring a Career in Applied Behavior Analysis assignment in Unit 6.

#### u04v1 - Operant Extinction

Click **Operant Extinction** and complete the interactive activity by answering the questions provided.

**Note:** This media 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

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ABA Media Best Practices

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

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

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

**Note:** This media 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

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ABA Media Best Practices

#### u04a1 - Operant Extinction

In this unit you, are learning the concept of operant extinction and how it is applied to change behavior. Make sure you complete the Operant Extinction interactive activity in this unit, which will provide you with some valuable experience you can apply to this assignment.

Operant extinction procedures are frequently used effectively in ABA treatment plans. However, as you observed in the interactive media presentation you completed, they can also be incorrectly implemented. This improper implementation can result in unknowingly reinforcing the very behavior we want

to decrease. As a future ABA professional, it is important for you to learn how to correctly identify maintaining antecedents and consequences that reinforce unwanted behavior, and to correctly apply extinction techniques that effectively reduce the target behavior.

In order to successfully complete this assignment, you will first identify a behavior frequently exhibited by yourself or by someone close to you, to which you would like to apply an extinction procedure.

- Define the behavior operationally.
- Describe the antecedent to the behavior.
- Describe the consequences of the behavior.
- Describe positive and negative reinforcement contingencies that occur as a result of engaging in the behavior. (Hint: think about what is maintaining your identified behavior and what you will be withholding when you implement the extinction procedure.)
- Identify procedures that can end up reinforcing the unwanted target behavior, and explain the potential results of improperly implementing these procedures that were meant to help extinguish the unwanted target behavior.
- Identify the extinction techniques that you feel will most effectively reduce the target behavior and explain why you feel these will be most effective. (Hint: think back to your identified positive and negative reinforcements to help you identify what you should be withholding to change the behavior through an extinction procedure.)

## Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current APA style guidelines.
- **Resources:** At least two scholarly or professional sources.
- **Length:** 4–5 pages, in addition to a title page and reference page.
- **Font and font size:** Times New Roman, 12-point.

**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.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

### u04a2 - Instructor Contact Session

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

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

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

## u04d1 - Defining Extinction

In this unit, you learned about *extinction* and *extinction burst*. Given your understanding of these terms, post a response to the following:

- Provide an everyday example of extinction.
- After identifying your everyday example of extinction, discuss the following:
  - Did an extinction burst result from your example? If not, what would an extinction burst look like if we included it in your example?
  - Explain why extinction bursts occur and how they also may be used to our advantage in ABA.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u04d2 - New Learner Orientation

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

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

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u04q1 - Quiz 4

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

- Competency 2: Apply the basic principles and concepts of behavioral change.

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.

### Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 5 >> Contingencies and Reinforcers

### Introduction

In this course, we have spent several units discussing the idea of reinforcement and contingencies of reinforcement. This unit delves deeper into the idea of *automatic* and *socially mediated contingencies*. Some reinforcement comes through direct contact with the physical environment, such as the relief you feel from scratching an itch. We call this automatic reinforcement. Other reinforcement must be delivered through the actions of another person, such as a parent pushing a child on the swing. We call this socially mediated, or social reinforcement. Both of these types of reinforcement contingency play a vital role in the development of our behaviors and learning about them will allow us to have a greater understanding of behavior.

To further understand reinforcement, we can look at how reinforcers can be classified. In this unit, you will learn about *unconditioned*, *conditioned*, and *generalized* reinforcers. Unconditioned reinforcers function as reinforcers due to heredity and do not require a learning history to become reinforcers, unlike conditioned reinforcers which do require a learning history. Generalized conditioned reinforcers are a type of conditioned reinforcer, such as money, that has been paired with many conditioned and unconditioned reinforcers. In Unit 5 you will learn how these reinforcers work together to impact our behavior.

### Instructional Activities

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

- B-7 Define and provide examples of automatic and socially mediated contingencies.
- B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

### Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

## u05s1 - Studies

## Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 9, "Unlearned Reinforcers, Unlearned Aversive Stimuli, and the Motivating Operation," pages 156–166.
- Chapter 11, "Learned Reinforcers and Learned Aversive Stimuli (Conditioned Reinforcers and Conditioned Aversive Stimuli)," pages 177–197.

### u05v1 - ABA Terminology Flashcards – Unit 5

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

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

**Note:** This media 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

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ABA Media Best Practices

### u05a1 - Instructor Contact Session

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

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

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

### u05d1 - Automatic and Social Reinforcement

In this unit, we discuss how reinforcement can be either automatic or socially mediated. Automatic reinforcement occurs when a behavior produces a reinforcing consequence through direct contact with the physical environment. The behavior itself is reinforcing without being mediated through another person. What are some behaviors in your everyday life that are automatically reinforcing? Please explain at least two examples from your personal or professional life, and explain how they are automatically reinforcing.

Socially mediated reinforcement occurs when a behavior produces a reinforcing consequence through the behavior of another person. Please explain at least two examples from your personal or professional life and explain how they are socially mediated reinforcement.

Finally, do you think it would be more challenging to change a socially mediated behavior or an automatically reinforcing behavior. Please explain your reasoning.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u05d2 - Types of Reinforcers

Reinforcers are an important part of our daily lives, whether or not we think about them in those terms. Reinforcers can be learned through a history of reinforcement or can be a natural part of our lives through heredity and evolution. Think about your daily life and identify an example of:

- An unconditioned reinforcer.
- A conditioned reinforcer.
- A generalized conditioned reinforcer.

For each of these examples, identify a certain situation where these reinforcers affected your behavior and the choices you made in that situation.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### 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.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 6 >> Schedules of Reinforcement

### Introduction

*Schedules of reinforcement* are very important in the field of behavior analysis. Schedules of reinforcement determine which responses will be followed by reinforcement, which can have a huge impact on the way clients learn. Choosing the appropriate schedule when teaching behaviors is an important tool to help clients develop socially significant behaviors.

In this unit, we examine naturally occurring reinforcement schedules in our environment and the rate of responding that results from each one. For example, behavior that is reinforced on a fixed-ratio schedule produces responding that occurs at a steady, high rate, whereas behavior that is reinforced on a variable interval schedule produces responding that occurs at a low, steady rate. As each reinforcement schedule is discussed, expected response rates can provide a rationale for when each type of schedule can be most valuable.

### Instructional Activities

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

- B-5 Define and provide examples of schedules of reinforcement.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u06s1 - Studies

### Readings

Use your *Principles of Behavior* text to complete the following:

- Chapter 17, "Ratio Schedules," pages 271–279.
- Chapter 18, "Interval Schedules," pages 280–292.
- Chapter 19, "Current Contingencies," pages 293–310.

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

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

**Note:** This media 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

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ABA Media Best Practices

### u06a1 - Exploring a Career in Applied Behavior Analysis

In your Unit 1 studies, you were asked to reach out to a board certified behavior analyst (BCBA) or board certified assistant behavior analyst (BCaBA), and ask some guiding questions to gain a better understanding of career choices in the field of applied behavior analysis. Based on those findings, complete the following:

- Review and summarize the responses from the BCBA or BCaBA professional.
- Integrate the interview findings into a cohesive written composition that explains for the reader the focus, scope, and expectations in the professional's work. Describe areas of the work that are interesting and areas that are challenging. Reflect on how the interview has impacted your perceptions of the field.

Include following in the paper:

- Summarize the job requirements of the professional.
- Describe the job title, setting (private practice, clinic, school, group home, et cetera), and the population with which the professional works.
- Describe how this job compares with your career interests. Would you be interested in working in this setting and with this population of individuals? Why or why not?

**Note:** Since the paper requires a personal reflection on perceptions of the field and your career interests, you can write in first person for these areas of the work.

## 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 one scholarly or professional source.
- **Length:** 3–4 pages, in addition to title page and reference page.
- **Font and font size:** Times New Roman, 12-point.

**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.

Course Resources

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

### u06a2 - Instructor Contact Session



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

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

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

#### **u06d1 - Reinforcement Schedules**

Describe two examples of behaviors that are reinforced on two different reinforcement schedules (such as fixed-ratio, variable-ratio, fixed-interval, variable-interval).

- What schedule of reinforcement is each behavior reinforced on?
- What types of responding would you expect from each behavior? Does this correspond to the rate of responding associated with that particular schedule of reinforcement?
- How do you think you can use this information to change behavior?

### **Response Guidelines**

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

#### **u06d2 - Workplace Reinforcement Schedules**

Think about how people are generally reinforced in the workplace. In some workplaces employees may be reinforced through payment that comes every two weeks. At other workplaces, people may be reinforced through payments that come after a certain number of tasks have been completed (such as selling a certain number of items).

What types of work performance would each of these schedules produce? What are the advantages and disadvantages to each of these schedules? What other types of reinforcement may be encountered in workplaces?

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u06q1 - Quiz 6

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

- Competency 3: Apply advanced principles and concepts of behavioral change.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 7 >> Motivating Operations

### Introduction

Have you ever wondered why bars provide salty snacks for free? You may be aware that eating these salty snacks makes you thirsty, which in turn makes you more likely to purchase a drink. In behavior analysis, the thirst that is created by eating the salty snacks is called a *motivating operation*, or more specifically an *establishing operation*. In other words, the snacks make the drink more reinforcing than it otherwise would be without the snacks.

In this unit, we focus on motivating operations. We will discuss establishing operations and abolishing operations and explain how they relate to reinforcer value and behavior. You will learn how motivation can affect behavior and what functions as a reinforcer at different times.

## Instructional Activities

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

- B-12 Define and provide examples of motivating operations.

Course Resources

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## Learning Activities

### u07s1 - Studies

## Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 12, "Discrimination," pages 198–215.

### u07v1 - ABA Terminology Flashcards – Unit 7

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

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

**Note:** This media 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

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#### ABA Media Best Practices

### u07a1 - Instructor Contact Session

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

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

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

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

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

#### Course Resources

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#### [Disability Services](#)

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#### [Using Adobe Connect](#)

## u07d1 - Motivating Operations

Motivating operations take two forms: establishing operations and abolishing operations.

- Explain in your own words what an establishing operation is, and provide an example that helps to illustrate your explanation. Describe the role of an establishing operation in applied behavior analysis.
- Explain in your own words what an abolishing operation is, and provide an example that helps to illustrate your explanation. Describe the role of an abolishing operation in applied behavior analysis.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u07d2 - Unwanted Motivating Operations

In this discussion, think about your daily life and how motivating operations (MOs) may result in an increased likelihood of unwanted behavior occurring (either your own or others').

Describe an example of unwanted behavior that may occur as a result of a MO and how you could modify the environment to decrease the likelihood of that behavior.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u07q1 - Quiz 7

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

- Competency 2: Apply the basic principles and concepts of behavioral change.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 8 >> Understanding Behavior

### Introduction

In 1957, B. F. Skinner proposed that language is a learned behavior. That means it can be acquired, extended, and maintained by the same types of environmental variables and principles that control non-language behavior: stimulus control, motivating operations, reinforcement, extinction. In this unit, you will learn about Skinner's elementary verbal operants: mand, tact, echoic, intraverbal, textual, and transcription. You will discuss the importance of verbal behavior and how it can help develop and increase functional language in learners.

Another concept addressed in this unit is the idea of rule-governed versus contingency-shaped behavior. As we have already discussed in this course, we know that our behaviors are shaped by the contingencies of reinforcement and punishment that we encounter in our environment through our learning history. However, not all behavior has to be learned through direct experience with the environment. Some behaviors are learned through rule development, where we are given expectations to follow without directly contacting the contingency. This unit will discuss the differences and similarities between these two types of learning.

### Instructional Activities

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

- B-13 Define and provide examples of rule-governed and contingency-shaped behavior
- B-14 Define and provide examples of the verbal operants

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u08s1 - Studies

### Readings

Use your *Principles of Behavior* text to read the following:

- Chapter 22, "Rule-Governed Behavior: Concepts," pages 349–361.
- Chapter 23, "Rule-Governed Behavior: Applications," pages 362–376.
- Chapter 24, "Rule-Governed Behavior: Theory," pages 377–393.

## u08v1 - ABA Terminology Flashcards – Unit 8

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

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

**Note:** This media 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

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ABA Media Best Practices

## u08a1 - Instructor Contact Session

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

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

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

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

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

Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

## u08d1 - Contingency-Shaped and Rule-Governed Behavior

Rules are part of the way we interact with other people and the environment. We have laws to follow that are laid out by our government, rules our parents teach us for how to behave as children, and rules for how we should behave in our work situations. While we learn these rules, there are some lessons we must learn through personal experience (contingency-shaped).

- What are at least two examples of rule-governed behaviors you have experienced in your personal or professional life?
- What are at least two examples of contingency-shaped behaviors you have experienced in your personal or professional life?

Discuss each example in detail, explaining how it is either rule-governed or contingency-shaped.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u08d2 - Mands Versus Tacts

The mand is a type of verbal operant in which a speaker asks for (or states, demand, implies, et cetera) what he needs or wants. The tact is a type of verbal operant in which a speaker names things and actions that the speaker has direct contact with through any of the sense modes. Understanding and using mands and tacts are important parts of the way we engage with the world around us.

- What are at least two examples of mands you have experienced in your personal or professional life?
- What are at least two examples of tacts you have experienced in your personal or professional life?

Discuss each example in detail, explaining how it is either a mand or a tact. Be sure to address the roles of the listener and the speaker and how motivation plays a role. Then discuss which type of verbal operant should be taught first and why.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u08q1 - Quiz 8

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

- Competency 2: Apply the basic principles and concepts of behavioral change.

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.

Course Resources

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## Unit 9 >> Stimulus Control

### Introduction

This unit focuses on the concept of *stimulus control*. Stimulus control is essentially when a response occurs more frequently when one stimulus is applied than another. Developing stimulus control is a critical part of helping learners to develop appropriate behaviors. In this unit you will be exploring ways to measure responses to stimuli, and learn why it is important to gather and use this information when conducting training with a client.

Other topics approached in this unit are the concepts of *discrimination*, *generalization* and *maintenance*. To truly understand a concept, our learners must be able to discriminate the stimulus from other stimuli and generalize their skills to new stimuli, across people, and across environments. It is also important to teach our learners how to maintain those skills over long periods of time, even after the intervention has ended.

### Instructional Activities

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

- B-10 Define and provide examples of stimulus control.
- B-11 Define and provide examples of discrimination, generalization, and maintenance.
- B-15 Define and provide examples of derived stimulus relations.

### Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u09s1 - Studies

### Readings

Use your *Principles of Behavior* text to complete the following:

- Review Chapter 1, "The Reinforcer (Positive Reinforcer)," pages 1–14.
- Review Chapter 2, "Reinforcement (Positive Reinforcement)," pages 15–33.
- Review Chapter 12, "Discrimination," pages 198–215
- Read Chapter 13, "Complex Stimulus Control," pages 216–236.

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

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

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

**Note:** This media 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.



### u09a1 - Stimulus Control

We all encounter behavioral contingencies on a daily basis in both our personal and professional lives. For example, receiving a paycheck is contingent on being present at a job. Using the Motivating Operation and Discriminative Stimulus Worksheet, linked in the Resources, identify the antecedents, target behavior, and consequences in four real-life scenarios. Two scenarios are provided for you and you will provide the final two scenarios from your own experiences.

- For the first two scenarios, identify which type of stimulus is being exhibited (motivating operation or discriminative stimulus).
- For the last two scenarios, you are to provide your own example of a motivating operation and a discriminative stimulus.
- After completion of the worksheet, save the document and submit it as your assignment for a grade.

## Assignment Requirements

- **Written communication:** Should be free of errors that detract from the overall message.

### u09a2 - Instructor Contact Session

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

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

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

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

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

### u09d1 - Behavioral Contingencies

This unit discusses behavioral contingencies. Given what you have learned, post the following:

- Provide two examples of behavioral contingencies that occur in your everyday life.
- Determine if the antecedents provided are discriminative stimuli or a motivating operations, and justify your decision.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09d2 - Verbal Operants

In this unit, you studied verbal operants in Skinner's analysis of verbal behavior. Provide your own explanation of why verbal operants are important to understand and why in behavior analysis we have these defined in this way.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09q1 - Quiz 9

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

- Competency 3: Apply the advanced principles and concepts of behavioral change.

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.

Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

## Unit 10 >> Reflection

### Introduction

Throughout this course, you have been exploring the applied behavior analysis field, including its history, purpose, and careers. You have studied the foundational knowledge of the major applied behavior analysis theories, concepts, and terminology and applied that knowledge in a variety of instructional activities.

During this unit, you will reflect on all you have learned, and review the BCBA/BCaBA Task List elements that formed the foundation for your work. It will be interesting for you to see how much your knowledge regarding the field of applied behavior analysis has evolved, and how what you have learned in this course will impact the trajectory of your career!

### Instructional Activities

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

- The *A* elements.
- The *B* elements.

#### Course Resources

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[Behavior Analyst Task List, 5th Edition](#) | Transcript

### Learning Activities

#### u10v1 - ABA Terminology Flashcards – Unit 10

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

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

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#### Course Resources

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ABA Media Best Practices

#### 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.

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- Respond to a majority of the ASR questions through polls in Adobe Connect.

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Course Resources

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[Disability Services](#)

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[Using Adobe Connect](#)

### u10d1 - Experience Hours

As you are now aware, in order to apply for the BCaBA exam you need to also accrue experience hours in the ABA field. In this discussion, describe where you are with the process.

- Identify if you have already started accruing your hours. If you have, describe your work setting. If you have not, describe your ideal setting and the process for finding a site to accrue hours.
- Describe the types of activities that you have been, or will be, doing while accruing these hours.
- Discuss your overall experience or what competencies you hope to gain when accruing these experience hours.

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u10d2 - Reflection

Now that we have reached the end of our course, reflect on the concepts and applications you have learned over the past 10 weeks.

- What parts of the course impacted you the most?
- Which concepts or ideas did you find the most challenging to understand?

As you have discovered, it is easy to find day-to-day instances all around you where behavior analysis is occurring (though not always effectively used).

- Find a video or news article online that you feel effectively illustrates either the use or misuse of behavior analysis. Post that in the discussion area, and explain why you selected it as your example.
  - Remember to use the terminology and the A-B-C (antecedent, behavior, consequence) contingency model (or as the text refers to it, the before, behavior, after model) to evaluate the effectiveness or ineffectiveness of the behavior analysis principles in your chosen example.

Finally, revisit the job description you posted in your Unit 1 discussion.

- Imagine yourself in the job. How do you see yourself using what you have learned in this course on the job?

## Response Guidelines

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

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u10q1 - Quiz 10

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

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.
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Course Resources

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