

Syllabus

Course Overview

In this course, you will examine research methods and designs used in applied behavior analysis (ABA). You will review academic research to explore research-based practices in the field and practice selecting research-supported interventions. In particular, you will develop your knowledge and skills in designing single-subject experiments, collecting and interpreting data, and conducting research with integrity. You will also begin the exploration of behavior change systems.

Instructional Activities

Throughout all of your ABA courses, you will engage in activities that provide instruction through various modalities. In this course, you will cover the following content areas from the BCBA/BCaBA Task List (5th ed.): 30 hours of measurement, data display, and experimental designs, and 15 hours of behavior change procedures and selecting and implementing interventions.

To see the task list items addressed in each of the ABA courses, view the Behavior Analyst Task List, 5th Edition.

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

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

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

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

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

Multimedia Activities

In addition to the ICS activities, you will engage with various multimedia 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 one**. To maximize your participation and score, participate at least two days in each discussion. Your responses must be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way

that encourages active, focused, and engaging discussion. This will give you ample opportunity to gain a better understanding of the subject matter and assignments presented in each of the 10 units in this course.

Adobe Connect Activities

This course requires learners to participate in synchronous online meetings 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 DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

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

- 1 Describe research methods and designs used in applied behavior analysis.
- 2 Analyze behavior change procedures in applied behavior analysis.
- 3 Construct displays of data collection and interpretation in behavioral measurement.
- 4 Analyze the effectiveness of behavioral interventions presented in single-subject experimental research.
- 5 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite(s): PSYC4002.

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.

Hardware

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

Hardware for Adobe Connect Activities

- External or built-in microphone
- Headset with microphone
- Broadband Internet connection

Book

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

Richards, S. B. (2019). *Single subject research: Applications in educational settings* (3rd ed.). Boston, MA: Cengage Learning. ISBN: 9781337566698.

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.

- Dixon, M. R., Jackson, J. W., Small, S. L., Horner King, M. J., Mui Ker Lik, N., Garcia, Y., Rosales, R. (2009). [Creating single-subject design graphs with Microsoft Excel](#). *Journal of Applied Behavior Analysis*, 42(2), 277–293.
- Foxx, R. M., & Rubinoff, A. (1979). [Behavioral treatment of caffeineism: Reducing excessive coffee drinking](#). *Journal of Applied Behavior Analysis*, 12(3), 335–344.

- Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. *Journal of Applied Behavior Analysis*, 9(4), 527–532.
- Klein, L. A., Houlinan, D., Vincent, J. L., & Panahon, C. J. (2017). Best practices in utilizing the changing criterion design. *Journal of Applied Behavior Analysis*, 10(1), 52–61.
- Koegel, R. L., & Koegel, L. K. (1990). Extended reductions in stereotypic behavior of students with autism through a self-management treatment package. *Journal of Applied Behavior Analysis*, 23(1), 119–127.
- Okinaka, T., & Shimazaki, T. (2011). The effects of prompting and reinforcement on safe behavior of bicycle and motorcycle riders. *Journal of Applied Behavior Analysis*, 44(3), 44–67.
- Stokes, J. V., Luiselli, J. K., & Reed, D. D. (2010). A behavioral intervention for teaching tackling skills to high school football athletes. *Journal of Applied Behavior Analysis*, 43(3), 509–512.
- Williams, D. E., & Vollmer, T. R. (2015). Essential components of written behavior treatment plans. *Research in Developmental Disabilities*, 36, 323–327.
- Wolf, M. M. (1978). Social validity: The case for subjective measurement, or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214.

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 >> Single-Subject Research Overview

Introduction

In applied behavior analysis (ABA), reliance on research is a very important aspect of our practice. Everything that is implemented in ABA must be based on solid research. That is, everything a behavior analyst recommends must already be properly vetted through the research process. Although you may not be conducting research as a behavior analyst, the ability to search and find research relevant to a behavior of concern is a very important skill. Additionally, the ability to judge the quality of the research you find is just as important. This is why you must be familiar with the research in ABA as well as the type of research methodology used in ABA: single-subject research. Single-subject research is research in which the subject is used as their own control (Malott & Shane, 2014). In this unit, you will learn more about the basics of single-subject research and how it differs from the more traditional research design, group design.

As we progress through the first half of this course, you will learn about the variety of single-subject research designs that are most commonly employed by applied behavior analysts in their professional practices.

Instructional Activities

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

- D-1: Distinguish between dependent and independent variables.
- D-2: Distinguish between internal and external validity.
- D-3: Identify the defining features of single-subject experimental designs (individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-4: Describe the advantages of single-subject experimental designs compared to group designs.
- D-5: Use single-subject experimental designs (reversal, multiple baseline, multi-element, changing criterion).
- D-6: Describe rationales for conducting comparative, component, and parametric analyses.

Reference

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

Learning Activities

u01s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Chapter 1, "Historical Perspectives and Important Concepts in Single Subject Research," pages 1–18.
- Chapter 4, "Issues in Single Subject Research," pages 81–102.

Use the Capella Library to read the following:

- Wolf, M. M. (1978). Social validity: The case for subjective measurement, or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11(2), 203–214.

u01v1 - Single-Subject Versus Group Design

Click **Single-Subject Versus Group Design** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u01v2 - ABA Terminology Flashcards - Unit 1

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

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

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

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

Course Resources

ABA Media Best Practices

u01a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u01d1 - Single-Subject Research

In this unit, you are learning about the importance of research in the practice of ABA. As you are now aware, single-subject research is the preferred method of investigating the effects of treatment on behaviors of concern in ABA.

For this discussion:

- Explain why single-subject research is used in ABA.
- Compare and contrast the strengths of single-subject research with between-group research.

Response Guidelines

Respond to the post of a peer. Select someone whose response differed from yours. What did you learn about the importance of research from their post?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u01q1 - Quiz 1

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

- Competency 1: Describe research methods and designs used in 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

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

Unit 2 >> Measurement and Graphing

Introduction

Although you will not be conducting single-subject research in this course, you will need to understand how this research is conducted in order to read scientific articles in ABA and determine their validity.

ABA is a science, and you will gather, graph, and interpret many different kinds of data as you work with your clients. The information that you gather will help you determine the type of interventions that are appropriate to your clients' needs and will allow you to measure the effectiveness of the interventions you choose.

In this unit, you will begin to learn about the types of measurements you will utilize and begin to learn the process of gathering and graphing client data.

Instructional Activities

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

- C-1: Establish operational definitions of behavior.
- C-2: Distinguish among direct, indirect, and product measures of behavior.
- C-3: Measure occurrence (count, frequency, rate, percentage).
- C-4: Measure temporal dimensions of behavior (duration, latency, interresponse time).
- C-5: Measure form and strength of behavior (topography, magnitude).
- C-6: Measure trials to criterion.
- C-7: Design and implement sampling procedures (interval recording, time sampling).
- C-8: Evaluate the validity and reliability of measurement procedures.
- C-9: Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
- C-10: Graph data to communicate relevant quantitative relations (equal-interval graphs, bar graphs, cumulative records).
- C-11: Interpret graphed data.

Course Resources

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

Learning Activities

u02s1 - Studies

Readings

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

- Chapter 29, "Research Methods," pages 417–429.

Use your *Single Subject Research* text to read the following:

- Chapter 3, "Methods for Recording Behaviors," pages 47–79.

Use the Capella Library to read the following:

- Dixon, M. R., Jackson, J. W., Small, S. L., Horner King, M. J., Mui Ker Lik, N., Garcia, Y., Rosales, R. (2009). Creating single-subject design graphs with Microsoft Excel. *Journal of Applied Behavior Analysis*, 42(2), 277–293.
- Okinaka, T., & Shimazaki, T. (2011). The effects of prompting and reinforcement on safe behavior of bicycle and motorcycle riders. *Journal of Applied Behavior Analysis*, 44(3), 44–67.

u02v1 - ABA Terminology Flashcards - Unit 2

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

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

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

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

Course Resources

ABA Media Best Practices

u02a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u02d1 - Measuring Behaviors

This course examines research methods and designs used in ABA. Measuring and graphing behaviors is integral to this practice. It is important that you be able to identify the most appropriate methods for measuring and graphing your clients' behaviors, in order that you have accurate and comprehensive information gathered to help you identify appropriate interventions.

For this discussion:

- Choose a behavior and describe how you would measure the behavior.
- Provide a rationale for the type of measurement you selected.
- Describe how you might account for the reliability and validity of the method of measurement you selected.

Response Guidelines

Respond to the post of a peer. Explain why you selected their post and what you learned about measurement and graphing that you can apply to your studies and your practice.

Course Resources

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 1: Describe research methods and designs used in applied behavior analysis.
- Competency 3: Construct displays of data collection and interpretation in behavioral measurement.

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

Behavior Analyst Task List, 5th Edition

Unit 3 >> Withdrawal Design

Introduction

We will begin our study of single-subject research methodologies by exploring reversal design. Reversal design, which is also known as withdrawal design, is one of the most basic types of experimental design.

Malott and Shane (2014) define reversal design as "an experimental design in which we reverse between intervention (experimental) and baseline conditions to assess the effects of those conditions" (p. 440). In this unit, you will complete an interactive activity that will help you learn more about reversal design. Your first course assignment will require you to construct a reversal design graph.

Instructional Activities

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

- D-3: Identify the defining features of single-subject experimental designs (individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-5: Use single-subject experimental designs (reversal, multiple baseline, multi-element, changing criterion).

Reference

Malott, R.W., & Shane, J. T. (2014). *Principles of Behavior* (7th ed.). New York, NY: Psychology Press.

Course Resources

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

Learning Activities

u03s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Chapter 6, "Withdrawal Designs," pages 121–148.

u03v1 - Withdrawal Design Tutorial

Click **Withdrawal Design Tutorial** and complete the interactive activity.

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

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

Course Resources

[ABA Media Best Practices](#)

u03v2 - Withdrawal Design

Click **Withdrawal Design** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

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

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

Course Resources

ABA Media Best Practices

u03a1 - Reversal Design Graph

In this unit, we discuss the use of reversal designs in single-subject research to evaluate the effects of certain environmental variables on behaviors of interest. As you are now aware, being able to independently evaluate research studies is a very important part of the job of a behavior analyst. Additionally, behavior analysts frequently find themselves having to input and make data into graphs in order to evaluate the effectiveness of their treatment plans.

In this assignment, you will practice the skill of making line graphs. You will be expected to:

- Design a 3-phase reversal graph in Excel, based on the hypothetical Reversal Design Graph Data provided in the Resources section.
- Include all major graph elements required for a reversal graph:
 - Chart title.
 - Data line with data markers.
 - Phase labels.
 - Phase change lines.
 - Figure caption.
 - X-axis.
 - Y-axis.

Course Resources

Reversal Design Graph Data

u03a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u03d1 - Withdrawal Design Study

In this unit, you are studying the logic of withdrawal designs. Describe a potential withdrawal design study that is of interest to you. Include the following:

- Participant or participants.
- Setting.
- Independent variable.
- Dependent variable.
- What the results may suggest.

Response Guidelines

Respond to the post of a peer. Explain what you like or what is of interest about the study they have designed. Your response should be thoughtful, respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Incorporate course resources into your discussion as appropriate.

Course Resources

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 competency:

- Competency 1: Describe research methods and designs used in 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

Behavior Analyst Task List, 5th Edition

Unit 4 >> Changing Criterion Design

Introduction

We will focus our attention in this unit on changing conditions designs as well as changing criterion designs. In the previous unit, we explored the reversal design process, where analysts manipulated the baseline and one treatment condition. However, there are times when a reversal design is not appropriate to demonstrate control (for example, if the treatment produces irreversible effects). For situations in which step-wise changes in behavior are the goal, a changing criterion design may be most appropriate.

In this unit, you will complete an interactive activity that will allow you to learn more about implementing these types of designs.

Instructional Activities

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

- D-3: Identify the defining features of single-subject experimental designs (individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-5: Use single-subject experimental designs (reversal, multiple baseline, multi-element, changing criterion).

Course Resources

Behavior Analyst Task List, 5th Edition

Learning Activities

u04s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Chapter 7, "Changing Conditions and Changing Criterion Designs," pages 152–183.

Use the Capella Library to read the following:

- Klein, L. A., Houlinan, D., Vincent, J. L., & Panahon, C. J. (2017). [Best practices in utilizing the changing criterion design](#). *Journal of Applied Behavior Analysis*, 10(1), 52–61.
- Hartmann, D. P., & Hall, R. V. (1976). [The changing criterion design](#). *Journal of Applied Behavior Analysis*, 9(4), 527–532.

u04v1 - Changing Criterion Design Tutorial

Click **Changing Criterion Design Tutorial** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u04v2 - Changing Criterion Design

Click **Changing Criterion Design** and complete the interactive activity.

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

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Course Resources

ABA Media Best Practices

u04v3 - ABA Terminology Flashcards - Unit 4

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

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

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

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

Course Resources

ABA Media Best Practices

u04a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u04d1 - Changing Criterion Design

Andy has recently been employed in a factory where plastic cutlery is boxed and shipped. Andy's job is to check every third box to ensure the correct number of knives, spoons, or forks are included. Andy's boss wants him to increase his overall speed (the number of boxes checked per hour) now that he has reached a 100-percent accuracy rate. Andy's job coach suggests the boss require Andy to increase his number of boxes checked by one per hour (four per day) in one-week increments. If Andy reaches his quota for five consecutive work days, he will be rewarded with a bonus of \$20 to be implemented permanently when he reaches and maintains his final quota of 20 boxes checked per hour for three weeks.

For this discussion, please address the following:

- What design are the psychologist and boss implementing? Explain your answer.
- What is one aspect of the study that potentially weakens the demonstration of the functional relationship?
- Assume Andy's boss decides it would be better to offer Andy praise for improving his performance each hour, day, and week and then provide a one-time \$100 bonus when he reaches his criterion. Would this change your response as to what design was being implemented? Explain your response.

Response Guidelines

Respond to the post of a peer. Compare and contrast your posts. What did you learn about changing criterion design that you can apply to your professional practice?

Course Resources

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 competency:

- Competency 1: Describe research methods and designs used in 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

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

Unit 5 >> Multiple Baseline Design

Introduction

Multiple baseline designs are a very practical type of research design, as they can easily be incorporated into one's daily practice. You may be working with a client who exhibits more than one undesirable behavior and need to collect data on both behaviors. You might be collecting data on different behaviors exhibited by different people, or you could even be gathering data from the same individual who exhibits the problem behavior in a variety of settings.

You will explore why multiple baseline designs are frequently the most appropriate method of single-subject research to employ. You will also explore the strengths and limitations of the designs.

Your terminology interactive activity and your quiz for this unit are comprehensive activities and will cover all the elements you have studied thus far in the course.

Instructional Activities

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

- D-3: Identify the defining features of single-subject experimental designs (individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-5: Use single-subject experimental designs (reversal, multiple baseline, multi-element, changing criterion).

Course Resources

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

Learning Activities

u05s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Chapter 8, "Multiple Baseline Designs," pages 185–230.

Use the Capella Library to read the following:

- Stokes, J. V., Luiselli, J. K., & Reed, D. D. (2010). A behavioral intervention for teaching tackling skills to high school football athletes. *Journal of Applied Behavior Analysis*, 43(3), 509–512.

u05v1 - Multiple Baseline Design Tutorial

Click **Multiple Baseline Design Tutorial** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u05v2 - Multiple Baseline Design

Click **Multiple Baseline Design** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u05v3 - 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 piece is included in your required instructional activities. Although you will not receive a grade for this activity, you must complete it in order to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

Course Resources

ABA Media Best Practices

u05a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u05d1 - Multiple Baseline Designs

Ariel is a seventh-grade student who has regularly expressed her dislike for writing and writing conventions in particular. Her educational team has noted that she frequently refuses to use capitalization and even basic punctuation, including periods and question marks. Ms. Atkins mentions she tried using a reward system with Ariel to challenge her writing in the language arts class. Ms. Atkins tells the team she designed a rubric to keep score on how Ariel performed on writing conventions. If Ariel met or exceeded the minimum rubric score on an assignment, she was allowed to listen to her iPad during free reading time. Ms. Atkins said her program had worked beautifully. Ms. Palmer (science), Ms. Leslie (social studies), and Ms. Hart (math), all remarked they had seen absolutely no improvement in Ariel's written work. They decided to try the program in all three classes beginning the following Monday, using the same rubric and same reinforcement program (listening to her iPad at an appropriate point in class). Ms. Atkins suggested, just to make sure they are not overwhelming Ariel, that each of the other teachers introduce the program a different week. Ms. Palmer will start this Monday, Ms. Leslie the following Monday, and Ms. Hart on the third Monday. The teachers agreed they would each measure Ariel's performance with the rubric on the Friday prior to the implementation of the program in their class to serve as reference point for Ariel's improvement.

For this discussion, address the following:

- What type of design would best describe that used in the case study? Explain your answer.
- What are the dependent and independent variables?
- Suppose that Ms. Palmer implements the program on a Monday, and Ms. Leslie and Ms. Hart also find Ariel improves in her use of writing conventions in their classes beginning that same week. How would you describe these events in research terminology?

Response Guidelines

Respond to the post of a peer. Compare and contrast your responses. What did you learn from your peer's post that will help you when you utilize a multiple baseline approach?

Course Resources

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 and the following course competency:

- Competency 1: Describe research methods and designs used in 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

Behavior Analyst Task List, 5th Edition

Unit 6 >> Alternating Treatments Design

Introduction

The final method of single-subject research that we will explore in this course is alternating treatments design. Basically, this is when a behavior analyst alternates between multiple interventions with the same client in order to identify the intervention that is most effective for the client. Your *Single Subject Research* text outlines the advantages and disadvantages of this type of research and discusses the possible applications of the methodology.

You will have the opportunity to deepen your knowledge of alternating treatments design through the completion of the interactive activity provided in this unit.

Instructional Activities

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

- D-3: Identify the defining features of single-subject experimental designs (individuals serve as their own controls, repeated measures, prediction, verification, replication).
- D-5: Use single-subject experimental designs (reversal, multiple baseline, multi-element, changing criterion).

Course Resources

Learning Activities

u06s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Chapter 9, "Alternating Treatments Designs," pages 231–264.

u06v1 - Alternating Treatments Design Tutorial

Click **Alternating Treatments Design Tutorial** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u06v2 - Alternating Treatments Design

Click **Alternating Treatments Design** and complete the interactive activity.

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

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

Course Resources

ABA Media Best Practices

u06v3 - ABA Terminology Flashcards - Unit 6

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

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

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

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

Course Resources

ABA Media Best Practices

u06a1 - Applying Single-Subject Research Methodologies

For this assignment, read through the scenarios presented below. Each scenario corresponds to one of the single-subject research methods commonly employed by behavior analysts. For each scenario, complete the following:

- Describe how you would apply that design to achieve the desired results.
- Justify your proposed application process by citing a recent peer-reviewed article that effectively demonstrates a similar application of that methodology. (You cannot use the articles that you have read in previous studies.)
- Then, select one of the scenarios and design a graph that will depict the results of the application of the research to the identified problem.

Scenario 1 – Multiple Baseline Design: Suppose you have two preschool students who engage in disruptive behavior in the classroom, and you want to evaluate an intervention to decrease the disruptive behavior. Describe how you would use a multiple baseline across subjects design to evaluate the intervention in this scenario.

Scenario 2 – Withdrawal Design: Juan acts out in class and makes jokes at inappropriate times. The teacher believes that he is exhibiting this behavior in order to gain her attention. How would you use a withdrawal design to determine if, in fact, Juan is trying to gain the teacher's attention?

Scenario 3 – Alternative Treatments Design: Susan is trying to develop an exercise routine for herself. She wants to determine if she does better sticking to a routine if she participates regularly in a structured class, or if she exercises alone using equipment she has in the home, like workout videos, weight bench, bicycle, et cetera. How would you use an alternating treatment design to determine which type of exercise routine is most effective for Susan?

Scenario 4 – Changing Criterion Design: Bob is a heavy smoker. He has chosen to try to stop smoking gradually instead of cold turkey. He has set a quit date for the end of the month. How would Bob use a changing criterion design to help track his progress as he attempts to quit smoking?

Assignment Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the psychology profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 8–10 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** A minimum of four scholarly or professional resources.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

u06a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u06d1 - Alternating Treatments Designs

Read the following case study and answer the questions below.

Paul is an individual who tends to dominate group therapy sessions. Baseline data reveal he has a high frequency of episodes of interrupting others and changing topics to focus on his issues. His therapist discusses this with Paul outside the group session and learns Paul is concerned he will not get to discuss his own concerns if he does not speak up and have others listen to him. The therapist tells Paul she will try two different approaches with him during the morning and afternoon sessions. In one session, she will allow Paul to discuss his own concerns first with her for 30 minutes. He will then listen attentively to others and contribute more appropriately. In the second session, she will allow Paul to discuss his concerns with her for 30 minutes after the session, and he should contribute appropriately in that session. However, regardless of his behavior in the group sessions, the therapist is obligated to provide Paul with his personal sessions.

1. What are the independent variables being compared? What is the dependent variable?
2. What are some variables the therapist would need to counterbalance in this study?
3. What is a primary disadvantage to allowing Paul to have his personal sessions regardless of his behavior in group therapy?

Response Guidelines

Respond to the post of a peer. Compare and contrast your responses. What did you learn from your peer's post that will help you when you utilize an alternating treatments design approach?

Course Resources

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 competency:

- Competency 1: Describe research methods and designs used in 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

Behavior Analyst Task List, 5th Edition

Unit 7 >> Behavior Change Systems: Methods to Increase Behavior

Introduction

For the first six units in this course, you have explored the different methods of single-subject research commonly employed by behavior analysts. In the remaining units of this course we will focus on methods for changing target behaviors. In this unit, we will focus upon ways to increase behavior.

When you are working with a client to decrease or eliminate a target behavior, it is generally necessary to introduce an alternative behavior which is more desirable, and work with the client to maintain or increase that alternative behavior. The methods that we will explore in this unit are designed to encourage the increase in an alternative behavior.

Some of those methods include:

- Functional communication training.
- Non-contingent reinforcement.
- Premack Principle.
- Shaping.
- Token economies.

Instructional Activities

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

- G-7: Shaping.
- G-14: Use reinforcement procedures to weaken behavior (DRA, FCT, DRO, DRL, NCR).
- G-15: Use extinction.
- G-17: Use token economies.
- H-3: Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- H-4: When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- H-5: Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

Course Resources

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

Learning Activities

u07s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Read Chapter 2, "Methods for Changing Target Behaviors," pages 20–26.

Use your *Principles of Design* text to review the following:

- Chapter 6, "Extinction (Following Reinforcement) and Recovery (Following Punishment)," pages 100–119.
- Chapter 7, "Differential Reinforcement and Differential Punishment," pages 121–124.
- Chapter 8, "Shaping," pages 142–155.
- Chapter 9, "Unlearned Reinforcers, Unlearned Aversive Stimuli, and the Motivating Operation," pages 161–162.
- Chapter 11, "Learned Reinforcers and Learned Aversive Stimuli (Conditioned Reinforcers and Conditioned Aversive Stimuli)," pages 181–197.

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

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

Course Resources

ABA Media Best Practices

u07a1 - Shaping

Shaping is a procedure used in ABA to teach a behavior not currently in the client's repertoire. We begin by identifying a prerequisite skill the client is capable of performing. Successive approximations are designed to produce a series of gradually changing response classes; each response class is a successive approximation toward a terminal behavior.

Consider five-year-old Sammy: Sammy, the lucky little boy, has been asked to sing "My Country 'tis of Thee" at his kindergarten graduation. His kindergarten teacher has informed you that it is your responsibility to teach him this song. (Little does the teacher know that you cannot carry a tune in a tin bucket!) But, because you are a skilled behavior analyst, you know that you will be able to teach Sammy his song using shaping techniques.

For this assignment you will:

- Identify Sammy's starting behavior.
- Create a minimum of five successive approximations to reinforce behavior. Identify the terminal behavior.
- Discuss the role that differential reinforcement will play in your shaping process.
- Describe the motivating operations (MO) you plan to use, and explain how they may affect Sammy's progress as he learns the song.

Finally, discuss how you might inadvertently shape some undesirable behaviors as you work with Sammy and what you might be able to do to avoid those unwanted behaviors.

Assignment Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the psychology profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 3–5 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** A minimum of two scholarly or professional resources.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

u07a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u07d1 - Token Economies

In this unit, you are learning more about token economies and their use in the practice of ABA.

For this discussion, you will be describing a hypothetical token economy system that you may use to change a socially significant behavior. Include the following:

- Describe the behavior you would be addressing.
- Identify the tokens you would use.
- Describe how you would identify reinforcers.
- Describe the steps for implementing this token economy (for example, how you would establish the tokens as reinforcers, fading plan, et cetera).

Response Guidelines

Respond to the post of a peer. What did you learn from reviewing their examples of the use of a token economy system that you can incorporate into your practice?

Course Resources

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 competency:

- Competency 2: Analyze behavior change procedures in 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

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

Unit 8 >> Behavior Change Systems: Methods to Maintain Behavior

Introduction

We are continuing our exploration of the different methods that can be used to change a target behavior. As you learned in Unit 7, when working with a client to decrease or eliminate a target behavior, the behavior analyst generally introduces an alternative behavior and works with the client to increase or maintain that behavior.

In this unit, we will explore the following procedures:

- Contingency contracts.
- Self-management strategies.
- Procedures to promote stimulus and response generalization.

Instructional Activities

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

- G-19: Use contingency contracting.
- G-20: Use self-management strategies.
- G-21: Use procedures to promote stimulus and response generalization.
- G-22: Use procedures to promote maintenance.

- H-6: Monitor client progress and treatment integrity.

Course Resources

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

Learning Activities

u08s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Read Chapter 2, "Methods for Changing Target Behaviors," pages 27–33.

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

- Chapter 23, "Rule-Governed Behavior: Applications," pages 362–376.
- Chapter 24, "Rule-Governed Behavior: Theory," pages 377–393.
- Chapter 27, "Maintenance," pages 397–403.
- Chapter 28, "Transfer," pages 404–416.

Use the Capella Library to read the following:

- Koegel, R. L., & Koegel, L. K. (1990). [Extended reductions in stereotypic behavior of students with autism through a self-management treatment package](#). *Journal of Applied Behavior Analysis*, 23(1), 119–127.

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

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

Course Resources

[ABA Media Best Practices](#)

u08a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u08d1 - Creating Task Analyses

In this unit, we discussed the importance and benefits of self-management.

For this discussion, identify a behavior you would like to modify and develop a self-management program.

- Thoroughly describe the procedures and follow-through for your plan.
- What are the benefits of self-management?

Response Guidelines

Respond to the post of a peer. What did you learn from their post that could be incorporated into your practice?

Course Resources

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 competency:

- Competency 2: Analyze behavior change procedures in 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.

Unit 9 >> Behavior Change Systems: Methods to Decrease Behavior

Introduction

In this unit, we will continue to explore different procedures used to modify behavior. We will focus on differential reinforcement, prompting procedures, and behavioral momentum. In addition, we will evaluate the research on the effectiveness of token economies and behavioral contracts.

Instructional Activities

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

- G-13: Use the high-probability instructional sequence.
- G-4: Use stimulus and response prompts and fading (errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-19: Use contingency contracting.
- G-14: Use reinforcement procedures to weaken behavior (DRA, FCT, DRO, DRL, NCR).
- G-15: Use extinction.
- G-17: Use token economies.
- H-5: Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

Learning Activities

u09s1 - Studies

Readings

Use your *Single Subject Research* text to read the following:

- Read Chapter 2, "Methods for Changing Target Behaviors," pages 33–40.

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

- Chapter 13, "Complex Stimulus Control," pages 216–230.
- Chapter 20, "Behavioral Chains and Differential Reinforcement of Low Rate," pages 319–325.

Use the Capella Library to read the following:

- Foxx, R. M., & Rubinoff, A. (1979). [Behavioral treatment of caffeineism: Reducing excessive coffee drinking](#). *Journal of Applied Behavior Analysis*, 12(3), 335–344.

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

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

Course Resources

ABA Media Best Practices

u09a1 - Develop a Behavior Change Contract

A behavior change contract is a written document that specifies a particular target behavior for a client and the consequences that will be contingent on the occurrence or nonoccurrence of the behavior in a stated period of time (Miltenberger, 2016). For this assignment, you will draft a behavior contract for you or for someone you know with the goal of modifying a target behavior.

- First, identify the behavior to be modified.
- Use the Capella Library to research peer-reviewed articles that address the development of behavior contracts. Identify three articles, and briefly analyze the effectiveness of the behavior contracts described in each article, comparing and contrasting the contracts and the processes used to develop them and identifying the strengths and weaknesses in each design.
- Then, draft your behavior contract, utilizing the best practices you identified in your research. Your contract must:
 - Identify the target behavior to be addressed.
 - Establish a method for collecting data.
 - Define the level of progress desired for modifying the target behavior.
 - Identify the period of time the contract will be in effect.
 - Identify the contingencies, and who will implement them, in order to be able to modify the target behavior.

Assignment Requirements

- **Written communication:** Employ academic communication skills that are scholarly, professional, and respectful of the diversity, dignity, and integrity of others, in a manner consistent with members of the psychology profession. Use APA guidelines for grammar, punctuation, and mechanics.
- **Length:** 5–7 pages, excluding the cover page and references list. Include page numbers, headings, and running heads. No abstract is required.
- **References:** A minimum of three scholarly or professional resources.
- **Format:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font and font size:** Times New Roman, 12-point.

Reference

Miltenberger, R. G. (2016). *Behavior modification: principles and procedures*. Boston, MA: Cengage Learning.

Course Resources

[APA Style and Format](#)

u09a2 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u09d1 - Differential Reinforcement Procedures

This unit focuses on the use of reinforcement procedures to weaken behavior. There are several types of reinforcement procedures, and the ones you select to use as part of the behavior change processes you are employing with your client is dependent upon the type of target behavior you are addressing.

For this discussion, please address the following:

- Compare and contrast differential rates of alternative behavior (DRA) and differential rates of incompatible behaviors (DRI).
- Describe the conditions under which you would use DRA.
- Describe the conditions under which you would use DRI.

Response Guidelines

Respond to the post of a peer. What did you learn about the use of DRA and DRI that you can incorporate into your practice?

Course Resources

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 competency:

- Competency 2: Analyze behavior change procedures in 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

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

Unit 10 >> Pulling it All Together

Introduction

Throughout this course, we have investigated different methods for utilizing single-subject research, the type of research most generally employed by behavior analysts. We have also considered behavior change strategies that can be used to modify target behaviors. This unit provides you with an opportunity to reflect upon what you have learned.

Your terminology interactive activity and your quiz for this unit are comprehensive activities and will cover all the elements you have studied thus far in the course.

Instructional Activities

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

- H-1: State intervention goals in observable and measurable terms.
- H-2: Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3: Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- H-5: Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
- H-7: Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
- H-9: Collaborate with others who support and/or provide services to clients.

Course Resources

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

Learning Activities

u10s1 - Studies

Readings

Use the Capella Library to read the following:

- Williams, D. E., & Vollmer, T. R. (2015). [Essential components of written behavior treatment plans](#). *Research in Developmental Disabilities*, 36, 323–327.

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.

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

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

Course Resources

ABA Media Best Practices

u10a1 - Instructor Contact Session

In this two-hour session, your instructor talks about specific topics related to ABA. Listen to the lecture, and then participate in the session by responding to any 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 ICS.
- 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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u10d1 - Developing Comprehensive Treatment Plans

Throughout this course, you have studied the different types of single-subject research commonly used by behavior analysts, and explored the methods used to increase, maintain or decrease behaviors that have been identified and measured.

In this unit, the article Essential Components of Written Behavior Treatment Plans outlined the steps necessary to develop a comprehensive treatment plan. Suppose behavior analysts did not apply single-subject research to the selection of interventions and the development of a comprehensive treatment plan. What are some of the issues that might arise absent the use of single-subject research when trying to attain successful outcomes for your client?

Response Guidelines

Respond to the post of a peer. Select a post that outlines some issues that are different than those you described. What did you learn from their post that helps deepen your understanding of the application of single-subject research when working with clients?

Course Resources

Essential Components of Written Behavior Treatment Plans

u10q1 - Quiz 10

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

- Competency 2: Analyze behavior change procedures in applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

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

Course Resources

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