

## Syllabus

### Course Overview

In this course, you will apply the knowledge you have gained thus far to the assessment of challenging behaviors. Throughout this course, you will further develop your understanding of assessment and measurement used in applied behavior analysis (ABA). You will also practice identifying behaviors for change, selecting assessment techniques, and analyzing outcomes of assessment results.

### Course Project

In this course and in the following course, PSYC4005, you will complete a case study treatment plan based on a single case. This project gives you the opportunity to apply the knowledge and skills you are gaining as you complete the two courses. You are introduced to and work with the case in this course, and will continue the plan in PSYC4005. At the end of PSYC4005, you will be able to reflect on the progress you have made in applying ABA skills.

### Instructional Activities

Throughout all of your ABA courses, you will engage in activities that provide instruction through various modalities. In this course, you will cover the following content areas from the Board Certified Behavior Analyst/Board Certified Assistant Behavior Analyst (BCBA/BCaBA) Task List (5th ed.): 45 hours of behavioral assessment.

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

**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 ICSs are subject to change. These changes will be communicated to you by the instructor in the courseroom.

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

These interactive sessions are conducted via 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 ICS. To get the maximum benefit from these sessions, you should complete the unit studies beforehand and note any questions you have for your instructor regarding the content you have studied or any upcoming assignments.

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

#### Multimedia Activities

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

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

## Unit Discussions

You are required to post your answer to each discussion question. Additionally, you are expected to read the initial discussion posts of your peers and respond to at least one. To maximize your participation and score, participate at least two days in each discussion. Your responses must be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views. Craft your responses in a way that encourages active, focused, and engaging discussion. This will give you ample opportunity to gain a better understanding of the subject matter and assignments presented in each of the 10 units in this course.

## Adobe Connect Activities

This course requires learners to participate in synchronous online meetings 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](mailto:DisabilityServices@Capella.edu) to request accommodations.

Course Resources

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Behavior Analyst Task List, 5th Edition

### Course Competencies

(Read Only)

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

- 1 Interpret findings of applied behavior analysis research.
- 2 Apply functional analysis techniques.
- 3 Apply assessment-based techniques to practice in ABA.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

### Course Prerequisites

Prerequisite(s): PSYC4001.

## 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

Cipani, E. (2018). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (3rd ed.). New York, NY: Springer. ISBN: 9780826170323.

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.

- Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching assessment techniques. *The Analysis of Verbal Behavior*, 30(1), 36–47.
- Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013). Pick one! Conducting preference assessments with students with significant disabilities. *Teaching Exceptional Children*, 45(6), 16–23.
- Fryling, M. J., & Baires, N. A. (2016). The practical importance of the distinction between open and closed-ended indirect assessments. *Behavior Analysis in Practice*, 9(2), 146–151.
- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5(1), 54–72.
- Kostewicz, D. E., King, S. A., Datchuk, S. M., Brennan, K. M., & Casey, S. D. (2016). Data collection and measurement assessment in behavioral research: 1958–2013. *Behavior Analysis: Research and Practice*, 16(1), 19–33.
- Lanovaz, M. J., Argumedes, M., Roy, D., Duquette, J. R., & Watkins, N. (2013). Using ABC narrative recording to identify the function of problem behavior: A pilot study. *Research in Developmental Disabilities*, 34(9), 2734–2742. doi:10.1016/j.ridd.2013.05.038
- McLaren, E. M., & Nelson, C. M. (2009). Using functional behavior assessment to develop behavior interventions for students in head start [PDF]. *Journal of Positive Behavior Interventions*, 11(1), 3–21.
- Rooper, G. W., DeLeon, I. G., Borrero, C. S. W., Frank-Crawford, M. A., & Roscoe, E. M. (2015). Reducing ambiguity in the functional assessment of problem behavior. *Behavioral Interventions*, 30(1), 1–35.
- Tarbox, J., Wilke, A. E., Najdowski, A. C., Findel-Pyles, R. S., Balasanyan, S., Caveney, A. C., . . . Tia, B. (2009). Comparing indirect, descriptive, and experimental functional assessments of challenging behavior in children with autism. *Journal of Developmental & Physical Disabilities*, 21(6), 493–514.

### 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.

- Roscoe, E. M., Iwata, B. A., & Kahng, S. (1999). Relative versus absolute reinforcement effects: Implications for preference assessments. *Journal of Applied Behavior Analysis*, 32(4), 479–493. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284210/?tool=pmcentrez>

### 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.

## Projects

### Project >> Applied Behavior Analysis

#### Project Overview

This is the first part of your course project that will span both this course and PSYC4005. In this course, you will complete a functional behavior assessment (FBA) on your client Toby. Once you have successfully completed this course, you will continue with your project in PSYC4005, using the FBA you completed in this course to develop a treatment plan. This project will be completed in increments throughout the two courses and will utilize the Applied Behavior Analysis Project interactive media piece, which you can access in the resources for each assignment. You will complete different sections of the treatment plan designated for each assignment. When you have completed each assignment, you will create a PDF, which you will submit in the assignment area for grading.

The work you do for each assignment will be saved in the Applied Behavior Analysis Project media presentation, so you will be able to build your FBA and treatment plan in stages throughout both courses. This allows you to go back and refine your work using feedback from your instructor and additional resources you may have found before finally submitting a completed treatment plan as your final project assignment in Unit 10 of PSYC4005.

In addition to the descriptions for each project-related assignment, each section of the Applied Behavior Analysis Project media presentation that you complete also provides you a description of the content that you must provide to successfully complete each portion of the assessment. Once you have

received feedback from your instructor, you are strongly encouraged to make any suggested changes to those sections before you turn in the completed assessment.

## Unit 1 >>> Functional Behavior Assessments: An Overview

### Introduction

FBA's, sometimes also referred to as functional assessments, are a standard practice for behavior analysts as they work with their clients. However, that was not always the case. Prior to the 1990s, when Iwata et al. (1994) published their work on functional analysis methodology, behavior analysts mostly focused on eliminating the problem behavior, generally by punishing those problem behaviors. Iwata and colleagues' premise was basically this: If you do not know what is causing the behavior in the first place, it is not likely that you will be able to effect a lasting, positive change to the client's behavior. FBA's were developed and adopted by behavior analysts to be able to systematically identify the causes—or problem contingencies—that perpetuate those client behaviors. By identifying these causes, behavior analysts can develop interventions that will effect lasting, positive changes in their clients' behaviors.

During this course, you will learn how to conduct an FBA by completing the first part of a project that will span both this course and PSYC4005—a case study treatment plan. Carefully review the course project description included in your Syllabus to understand the scope of the project. In this course, you will complete the FBA that drives the treatment plan you will complete in PSYC4005.

This unit provides an overview of the FBA process as a whole.

### 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:

- F-1: Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-2: Determine the need for behavior-analytic services.
- F-3: Identify and prioritize socially significant behavior-change goals.
- F-6: Describe the common functions of problem behavior.
- F-7: Conduct a descriptive assessment of problem behavior.

#### Reference

Iwata, B., Pace, G. M., Dorsey, M. F., Zarcone, J. R., Vollmer, T. R., Smith, R. G., . . . Willis, K. D. (1994). The functions of self-injurious behavior: an experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27(2), 215–240.

### Learning Activities

#### u01s1 - Studies

### Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 1, "Basic Concepts and Principles," pages 1–34.

Use the Capella University Library to read the following:

- Rooker, G. W., DeLeon, I. G., Borrero, C. S. W., Frank-Crawford, M. A., & Roscoe, E. M. (2015). Reducing ambiguity in the functional assessment of problem behavior. *Behavioral Interventions*, 30(1), 1–35.
- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5(1), 54–72.
  - You will use this article in the unit discussion.

Review the following PowerPoint presentation for Chapter 1 of your *Functional Behavioral Assessment, Diagnosis, and Treatment* text:

- Why Does He Do That? [PPTX].

## u01s2 - Using Adobe Connect

In preparation for using Adobe Connect to participate in synchronous online meetings or deliver asynchronous presentations in this course, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Create or access your meeting room at any time from the **My Meetings** link in the courseroom.
- Instructions and tutorials are available from the Using Adobe Connect support page.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

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

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

Course Resources

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

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[ABA Terminology Flashcards – Unit 1](#)

## u01a1 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

### u01d1 - The Importance of Conducting FBAs

In this unit, you have begun exploring the use of FBAs in the field of behavior analysis. You have learned that prior to Iwata's work in the 1990s, this type of assessment was not regularly conducted before implementing interventions that would hopefully modify behavior.

You reviewed the "Why Does He Do That?" PowerPoint presentation provided by the author of your *Functional Behavioral Assessment, Diagnosis, and Treatment* text, which should have helped illustrate how implementing the ABA process has impacted the practice of behavior analysts, and how important the FBA process has been to accurately identifying and addressing the cause of target behaviors.

Using Hanley's 2012 article, "Functional Assessment of Problem Behavior," from this unit's studies as your guide, review the case study below and then answer the questions that follow:

Payton is a 5-year old child who is in her first month of kindergarten. Payton's kindergarten teacher, as well as a couple of the teachers' aides are raising some concerns about Payton's behavior. Payton finds it almost impossible to sit still in the classroom. She seems to want to be in almost perpetual motion, she disrupts her peers, she interrupts, and talks nonstop when she gets the chance. When Payton engages in these behaviors, Miss Jenson, her teacher, typically requires Payton to sit closer to her. If Payton requires additional reminders, then Miss Jenson will take away 1 minute of recess per reminder. On exceptionally difficult days, Payton has been sent to the principal's office. When Payton engages in appropriate behavior (sits quietly, raises her hand, et cetera), Miss Jenson will reward her with a sticker. After three stickers, Payton is permitted to make a choice from the toy treasure chest. Miss Jenson has requested your help, she reports "some days are good, others are really bad."

As the newly hired behavior analyst for the school, are you comfortable with Miss Jenson's approach?

- Describe the steps you would take to conduct an FBA on Payton's behavior, using the Hanley article as your guide.
- Describe, based on your readings, the possible outcomes of trying to apply behavior modification both with and without using an FBA.

## Response Guidelines

Respond to at least one other learner whose post differs from yours. Discuss why or why not you agree with the steps they propose, and the potential outcomes of applying behavior modification with and without using an FBA. Support your response by referencing the Hanley article.

#### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

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[Functional Assessment of Problem Behavior](#)

### 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 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 2 >> Indirect Assessments

### Introduction

As we learned in Unit 1, FBAs are used to identify the function of a behavior—or to put it more simply, why clients behave the way they do. Over the last couple of decades, the FBA process has become a fairly standardized process, and normally precludes the development of interventions designed to address the problem behavior.

There are different methods used during FBAs to gather information about the environmental events surrounding a behavior—direct and indirect. Each type of assessment serves a specific purpose. In this unit, you will focus on indirect assessment, which can take different forms such as interviews, checklists, rating scales, and questionnaires. With indirect assessments, the behavior analyst is not observing the behavior directly but gathering information second hand from those who have come in contact with the behavior.

You will begin your work on the course project in this unit by completing the Indirect Assessment section of the project.

## 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:

- F-1: Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-2: Determine the need for behavior-analytic services.
- F-3: Identify and prioritize socially significant behavior-change goals.
- F-4: Conduct assessments of relevant skill strengths and weaknesses.
- F-7: Conduct a descriptive assessment of problem behavior.

### Learning Activities

#### u02s1 - Studies

## Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 2, "Functional Behavioral Assessment of Problem Behavior," pages 35–56.

Use the Capella library to read the following:

- Fryling, M. J., & Baires, N. A. (2016). The practical importance of the distinction between open and closed-ended indirect assessments. *Behavior Analysis in Practice*, 9(2), 146–151.



## Multimedia

Complete the following Capella multimedia presentation in preparation for completing the project-related assignments in this course:

- Applied Behavior Analysis Project.

### u02v1 - The Steps of Applied Behavior Analysis

Click the linked **The Steps of Applied Behavior Analysis** title above to launch the media. In this activity, you will complete the Indirect Assessment section.

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

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

Course Resources

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ABA Media Best Practices [DOCX]

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[The Steps of Applied Behavior Analysis](#)

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

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

Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 2](#)

### u02a1 - Indirect Assessment

This is your first project-related assignment. By now, you should have reviewed the course project description and perused the Applied Behavior Analysis Project media piece, where you will complete the bulk of your project work.

For this assignment, you will be expected to complete the Indirect Assessment section in the media piece.

To complete this assignment, you will first need to visit the tab entitled "Toby's Case." Then go to the "Functional Assessment and Analysis" tab and complete the Indirect Assessment section.

Once you have completed this section, download a PDF of your work and upload it to the assignment area.

Course Resources

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[Applied Behavior Analysis Project](#) | Transcript

## u02a2 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

## u02d1 - Indirect Assessments

In this unit, you have learned what is involved with an FBA. This discussion will focus on indirect assessments, which are assessments that do not involve a direct observation of the client behavior.

Review the situation below and then answer the questions that follow:

You have a 4-year old client named Nathan. Nathan is the third child in the family. He has two older brothers aged 7 and 6. Mom stays at home and homeschools the boys. Other than when he is playing with his brothers and no one else is around, Nathan does not communicate with anyone other than his mother. He will only communicate to her in a whisper.

You have been asked to work with Nathan mostly because his mother is getting a lot of pressure from other family members about Nathan's behavior to find out what is wrong with him.

As you have been interviewing other members of the family, here are some of the comments that have been made:

**Nathan's mother:** "There's nothing wrong with him. It's just like a little game we play when we whisper back and forth."

**Nathan's maternal grandmother:** "The boy's not normal—why doesn't he talk? I talk to him and talk to him, I ask him what's wrong—I've even bribed him with money just to talk to me, but nothing! He just looks at me and grins, then whispers in his mother's ear!"

**Nathan's paternal grandmother:** That child is spoiled rotten, that's what he is! His mother just pampers him and gives in to him all the time! I had three boys and I can tell you that none of them were allowed to behave that way!

**Nathan's father:** "Nate's fine. He plays fine with his brothers! I guess I never really noticed he wasn't talking to anyone."

Answer the following questions, based on the scenario presented above:

- Why would these indirect assessments be a valuable part of Nathan's assessment process?
- What are five questions you would ask Nathan's parents during the indirect assessment to gather some of the information you need?
- Why do you need to use other methods in addition to indirect assessment to identify the functions of Nathan's problem behavior?
- What are some other examples of methods you might use when conducting an indirect assessment?

## Response Guidelines

Respond to at least one other learner whose post differed from yours. Describe what you learned from their post, whether you agreed or disagreed with their answers. Is there something more you might share with them that perhaps they had not considered? Responses 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

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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 competency:

- Competency 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 3 >> Gathering and Graphing Baseline Data

### Introduction

In the previous unit, you examined the role of indirect assessments as part of an overall FBA. In this unit, you will explore the use of direct assessments to help identify the cause of problem behaviors in clients.

Some common dimension quantities to measure behavior include frequency, duration, inter-response time, latency, time sampling methods, and magnitude. Direct assessments include direct observation. Direct assessment can be broken down into two categories:

1. Descriptive assessment takes place when the behavior analyst collects data through observation.
2. Functional (experimental) analysis manipulates the variables to prove the function of the behavior.

In this unit, you will focus on the role of baseline data. Baseline data are the data that we collect before we intervene. First, the practitioner must define the behavior of interest and determine an appropriate form of data collection. Some common dimension quantities used to measure behavior include frequency, duration, inter-response time, latency, time sampling methods, and magnitude. After identifying an appropriate form of data collection, the

practitioner will graph the baseline data. The most commonly used graph in ABA is a line graph. The baseline data provides the behavior analysts with a measure to determine if the behavior has changed as a result of the independent variable.

## 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:

- F-6: Describe the common functions of problem behavior.
- F-7: Conduct a descriptive assessment of problem behavior.
- F-9: Interpret functional assessment data.

## Learning Activities

### u03s1 - Studies

## Readings

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

- Chapter 29, "Research Questions," pages 425–428.

Use the Capella library to read the following:

- Kostewicz, D. E., King, S. A., Datchuk, S. M., Brennan, K. M., & Casey, S. D. (2016). Data collection and measurement assessment in behavioral research: 1958–2013. *Behavior Analysis: Research and Practice*, 16(1), 19–33.

### u03v1 - The Steps of Applied Behavior Analysis

Click the linked **The Steps of Applied Behavior Analysis** title above to launch the media. In this activity, you will complete the Direct Assessment: Baseline Data section.

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

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

Course Resources

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ABA Media Best Practices [DOCX]

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[The Steps of Applied Behavior Analysis](#)

### u03v2 - ABA Terminology Flashcards – Unit 3

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

- Click **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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

#### Course Resources

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

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[ABA Terminology Flashcards – Unit 3](#)

### u03a1 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

### u03d1 - Gathering and Graphing Baseline Data

In this unit, you discussed collecting baseline data. Baseline data simply provide a picture of the client's behavior prior to interventions. It allows you to measure the frequency, duration, intensity and/or latency of the target behavior. You will use these data to help guide treatment decisions.

You can also apply this type of baseline measurement to your personal life. For example, if you want to decrease your weekly expenses, what type of baseline data would you collect to start modifying your spending habits?

For this discussion, identify a goal, habit, or behavior you would like modify in your personal life. This could be related to health, career, finances, child rearing, et cetera.

- Describe your goal and identify the baseline data you will have to gather to set behavior change goals.
- Develop a plan to collect the data you need.

## Response Guidelines

Respond to at least one other learner by reflecting on the plan your peer shared for measuring the baseline data necessary for them to gather to make a plan to meet their goals. Share any feedback or suggestions you might have. Responses 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

### 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 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 4 >> Direct Assessments: Gathering ABC Data

### Introduction

In this unit, you will continue to study the process of direct assessments. You will complete the second assignment in the course project, where you graph the data you gather through watching the baseline video provided in the Applied Behavior Analysis Project media presentation.

In Unit 5, you will continue the discussion on direct assessment. In the previous unit, you have learned about direct assessment and collecting baseline data. In this unit, you will discuss another type of data collection that occurs during direct assessment—ABC data collection. ABC data collection stands for antecedent-behavior-consequence data collection. With this type of data collection, we are not only defining and recording the behavior (B) but also what comes before the behavior, which we referred to as the antecedent (A) and what occurs directly after the behavior, which we refer to as the consequence (C). Collecting this specific type of data helps us in determining the function of the target behavior and it is a necessary part of the FBA.

### 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:

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

### Learning Activities

### u04s1 - Studies

### Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 2, "Functional Behavioral Assessment of Problem Behavior," pages 57–67.

Use the Capella library to read the following:

- Lanovaz, M. J., Argumedes, M., Roy, D., Duquette, J. R., & Watkins, N. (2013). Using ABC narrative recording to identify the function of problem behavior: A pilot study. *Research in Developmental Disabilities*, 34(9), 2734–2742.

#### u04v1 - ABA Terminology Flashcards – Unit 4

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program 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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

##### Course Resources

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

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[ABA Terminology Flashcards – Unit 4](#)

#### u04a1 - Gathering and Graphing Baseline Data

This is your second project-related assignment. In this assignment, you will begin the direct assessment portion of your client Toby's FBA. For this assignment, complete the following:

1. Access the Applied Behavior Analysis Project media piece and go to the "Baseline Video" tab.
2. Use the Baseline Data Collection Form (given in the resources) to gather the baseline information from that video. Each time the target behavior of swearing occurs during the video, place a tally in the column for the date of 4/14 during the time of 5 p.m.–5:05 pm.
3. Use the Functional Analysis Excel sheet given in the resources to plot all of the data contained in the Baseline Data Collection Form.
4. Go to the "Functional Assessment and Analysis" tab and complete the Direct Assessment: Baseline Data section.

Once you have completed this section, download a PDF of your work. Upload it along with your graph and Baseline Data Collection Form to the assignment area.

##### Course Resources

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[Applied Behavior Analysis Project | Transcript](#)

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[Baseline Data Collection Form \[DOCX\]](#)

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[Functional Analysis \[XLSX\]](#)

#### u04a2 - Instructor Contact Session

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

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

- Attending ICS 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

### u04d1 - Interpreting Graphed Data – Frequency and Duration Graphs

Mr. and Mrs. Santiago are having some trouble with their son, Miguel. Miguel has been having frequent, violent tantrums. Apparently, their friends and family have been telling them that it is just a phase he is going through, and he will grow out of it. However, instead of that happening, the tantrums are becoming more frequent, and lasting longer and longer. Miguel's parents are afraid he is going to hurt someone, or himself. The BCaBA has applied interventions to try to lessen the frequency and duration of the tantrums.

Open the Miguel Graph document given in the resources. You will find the baseline data, as well as frequency and duration graphs that chart Miguel's behavior after the interventions have been applied.

- What is your interpretation of the effectiveness of the interventions thus far, based on the graph?
- What would your recommendations be, based on your interpretation?

Support your recommendations with course and/or academic literature.

## Response Guidelines

Respond to at least one other learner, whose recommendations differ from yours. Compare and contrast your posts. Do you feel your peer's recommendations would be as effective, less effective, or more effective than your recommendations? Provide a rationale. Responses should be thoughtful, respectful, and move the discussion forward by asking relevant questions or offering different perspectives. Support your response with appropriate documentation from course and/or academic literature.

#### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

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Miguel Graph [DOCX]

### 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 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 5 >> Direct Assessments: Scatterplots and Ecological Assessments

### Introduction

In this unit, you will continue the discussion on direct assessments including scatterplots and ecological assessments. Scatterplots help the practitioner determine if there is a correlation between the target behavior and time of day or activity. An ecological assessment provides data on the individual and the environment.

### 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:

- F-6: Describe the common functions of problem behavior.
- F-8: Conduct a functional analysis of problem behavior.
- F-9: Interpret functional assessment data.

### Learning Activities

#### u05s1 - Studies

### Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 2, "Functional Behavioral Assessment of Problem Behavior," pages 67–87.

Use the Capella library to read the following:

- Tarbox, J., Wilke, A. E., Najdowski, A. C., Findel-Pyles, R. S., Balasanyan, S., Caveney, A. C., . . . Tia, B. (2009). Comparing indirect, descriptive, and experimental functional assessments of challenging behavior in children with autism. *Journal of Developmental & Physical Disabilities, 21*(6), 493–514.

#### u05v1 - The Steps of Applied Behavior Analysis

Click the linked **The Steps of Applied Behavior Analysis** title above to launch the media. In this activity, you will complete the Direct Assessment: ABC Descriptive Analysis section.

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

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

ABA Media Best Practices [DOCX]

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[The Steps of Applied Behavior Analysis](#)

#### u05v2 - ABA Terminology Flashcards – Unit 5

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

- Click **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 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.

ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 5](#)

#### u05a1 - Gathering ABC Data

This is your third project-related assignment. For this assignment, complete the following.

1. Access the Applied Behavior Analysis Project media piece and go to the "Baseline Video" tab.
2. Use the ABC Data Collection Form given in the resources to collect the data from this video. Each time the target behavior of swearing occurs, record what happened immediately before (antecedent), the target behavior (swearing), and what happened immediately afterwards (consequence).
3. Click the "Functional Assessment and Analysis" tab and complete the Direct Assessment: ABC Descriptive Analysis section, using the data you recorded.

Once you have completed this section, download a PDF of your work. Upload it along with your ABC Data Collection Form to the assignment area.

ABC Data Collection Form [DOCX]

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[Applied Behavior Analysis Project](#) | Transcript

#### u05a2 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

### u05d1 - Gathering ABC Data

You will continue to build your FBA in this unit, and will be focusing on the collection of ABC data. For this discussion, first answer the following:

- Why is it important that we observe what happens immediately before and immediately after the occurrence of a target behavior?

You can apply the process of analyzing ABC data to your daily life. Collect ABC data for three different situations in your life and identify what the maintaining contingency might be for each scenario. Once you have provided your examples, explain why collecting this ABC data is an important step in the functional analysis process.

For example, you just got your paycheck, and went to Nordstrom. Unfortunately, you spent a lot of money and did not think about the fact that you have credit card bills due, a birthday gift to buy for your mom (which you should have gotten at Nordstrom), and you only have half a head of lettuce and some pickles in your refrigerator. Below is an example of the ABC data that can be derived from this scenario.

- A. See Nordstrom.
- B. Go shopping and spend a significant amount of money (that you really do not have).
- C. Insufficient funds to cover bills, mom is upset, and you are hungry.

The significant amount of money spent on frivolous items may have punished this behavior and will prevent it from occurring in the future.

## Response Guidelines

Respond to at least one other learner. As you reviewed their post, what did you learn from reviewing their examples? Oftentimes, we are so close to our own situations that it is difficult to see all details clearly. What observations and suggestions can you provide to your peer about additional antecedents and/or consequences they may not have considered?

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 and the following course competency:

- Competency 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 6 >> The Functional Assessment

### Introduction

In this unit's assignment, you will discuss an important component of the FBA, the functional analysis. The functional analysis, also referred to as the functional experimental analysis, manipulates variables by setting up multiple conditions to test the hypothesis that has been created to determine why a behavior is occurring. In this unit, you will examine how to set up the conditions that test the hypothesis and why it is important to do so.

In previous units, you have collected data and information through both direct and indirect assessments. The data collected have allowed you to develop a hypothesis regarding the function of the behavior. The functional analysis will allow you to test your hypothesis.

In this unit, you will also discuss the common functions of behavior:

- **Negative reinforcement** (escape): The individual engages in a behavior to escape or avoid a task (that is, screams in a restaurant so family leaves).
- **Positive reinforcement** in the form of attention: Individual engages in a behavior to gain attention from those within the environment (teachers, peers, parents, et cetera). Individual curses and everyone laughs.
- **Automatic reinforcement** (referred to as sensory in other fields): Individual engages in a behavior because it feels good to them, for example, twirling hair or rocking back and forth repetitively.
- **Positive reinforcement** in the form of access: An individual engages in a behavior to gain access to an item or activity. For example, a child throws a tantrum in the store for a toy and the parents purchase the toy.

## 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:

- F-8: Conduct a functional analysis of problem behavior.
- F-9: Interpret functional assessment data.

### Learning Activities

#### u06s1 - Studies

## Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* textbook to read the following:

- Chapter 3, "The Cipani Behavior Classification System," pages 91–138.

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

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

Course Resources

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

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[ABA Terminology Flashcards – Unit 6](#)

#### u06a1 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

#### u06d1 - Common Functions of Behavior

The focus of this unit has been about common functions of behavior. Four of these behaviors, as a refresher, are:

- **Negative reinforcement** (escape): The individual engages in a behavior to escape or avoid a task (that is, screams in a restaurant so family leaves).
- **Positive reinforcement** in the form of attention: Individual engages in a behavior to gain attention from those within the environment (teachers, peers, parents, et cetera). Individual curses and everyone laughs.
- **Automatic reinforcement** (referred to as sensory in other fields): Individual engages in a behavior because it feels good to them, for example, twirling hair.
- **Positive reinforcement** in the form of access: An individual engages in a behavior to gain access to an item or activity. For example, a child throws a tantrum in the store for a toy and the parents purchase the toy.

Oftentimes, it helps us to cement the learning process by being able to relate what we are studying to what has been going on in our daily lives. For this discussion, provide a personal experience you have had with each of the above common functions of behavior. These could be times when you engaged in such behavior or a time you saw one of these behaviors engaged in by someone else.

- Describe the event surrounding the behavior.
- Describe the behavior exhibited.
- Describe what you hypothesize was reinforcing the behavior.

## Response Guidelines

Respond to at least one other learner. Select someone whose described behaviors differ significantly from yours. How will their experiences help you to better remember and understand these functions of behavior?

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 competency:

- Competency 2: Apply functional analysis techniques.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 7 >> Skills Assessment

### Introduction

In this unit, you will focus on the role that skill assessment plays in FBAs. There are quite a variety of skills assessments available for you to use, and the ones you will choose to use will be dependent upon the type of client with whom you are working.

## 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:

- F-3: Identify and prioritize socially significant behavior-change goals.
- F-4: Conduct assessments of relevant skill strengths and deficits.

### Learning Activities

### u07s1 - Studies

## Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 4, "Function-Derived Treatment Options," pages 139–183.

Use the Capella library to read the following:

- Barnes, C. S., Mellor, J. R., & Rehfeldt, R. A. (2014). Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching assessment techniques. *The Analysis of Verbal Behavior*, 30(1), 36–47.

### u07v1 - The Steps of Applied Behavior Analysis

Click the linked **The Steps of Applied Behavior Analysis** title above to launch the media. In this activity, you will complete the Functional Analysis section.

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

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

Course Resources

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ABA Media Best Practices [DOCX]

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[The Steps of Applied Behavior Analysis](#)

### u07v2 - ABA Terminology Flashcards – Unit 7

In each unit, you are provided with resources to help you study and practice behavior analysis terminology. Mastering the terminology during your program 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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 7](#)

### u07a1 - Gathering Functional Analysis Data

In this assignment, you will complete an FBA on your client, Toby.

1. Access the Applied Behavior Analysis Project media piece and go to the "Condition Videos" tab.
2. Use the Functional Analysis Data Collection Form given in the resources to gather and record frequency data for each video on this tab.
3. Using the Functional Analysis Excel sheet given in the resources, input the data you gathered using the Functional Analysis Data Collection Form.
4. Go to the "Functional Assessment and Analysis" tab in the Applied Behavior Analysis Project media piece, and complete the Direct Assessment: Functional Analysis section.

Once you have completed this section, download a PDF of your work. Upload it along with your graph and Functional Analysis Data Collection Form to the assignment area.

#### Course Resources

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[Applied Behavior Analysis Project](#) | Transcript

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[Functional Analysis \[XLSX\]](#)

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[Functional Analysis Data Collection Form \[DOCX\]](#)

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### u07a2 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

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### u07d1 - Skill Assessments

In this unit, you will focus on the role that skill assessment plays in FBAs. As you have learned, there are many skills assessments available for you to use, and the ones you choose to use will be dependent upon the type of client with whom you are working.

For this discussion, identify a population, or type of client that is of interest to you. Use the Capella library to research the types of skills assessments that are typically used with that population, and identify one article that outlines the application of one of those skills assessments. Upload a copy of that article for your peers to read, and then address the following:

- Offer a brief description of the population that is of interest to you.
- Describe the skills assessment you researched, and why it is appropriate for your chosen population.



- Describe how and why the author applied the assessment.
- Explain how the author might leverage assessment results to help modify behavior.

## Response Guidelines

Respond to at least one other learner. Read their article. What did you learn about skills assessment through reading the article and through your peer's post? How will what you learned inform your own practice?

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 competency:

- Competency 3: Apply assessment-based techniques to practice in ABA.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 8 >> Preference Assessments

### Introduction

Motivation is an integral part of behavior change. One method that behavior analysts use to determine what is motivating to their clients is the use of preference assessments. Through preference assessments, we can determine motivators to use when working with our clients. Preference assessments allow us to create a preference hierarchy that identifies highly preferred items, moderately preferred items and low preferred items. Preference assessments can be conducted through observation or by trial.

This unit examines the importance of conducting preference assessments and skill assessments and how to do so effectively and reliably.

## 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:

- F-5: Conduct preference assessments.

### Learning Activities

### u08s1 - Studies

## Readings

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

- Chapter 1, "The Reinforcer," pages 1–10.

Use the Capella library to read the following:

- Cannella-Malone, H. I., Sabielny, L. M., Jimenez, E. D., & Miller, M. M. (2013). Pick one! Conducting preference assessments with students with significant disabilities. *Teaching Exceptional Children*, 45(6), 16–23.

Use the Internet to read the following:

- Roscoe, E. M., Iwata, B. A., & Kahng, S. (1999). Relative versus absolute reinforcement effects: Implications for preference assessments. *Journal of Applied Behavior Analysis*, 32(4), 479–493. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284210/?tool=pmcentrez>

### 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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 8](#)

### u08a1 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

### **u08d1 - The Importance of Preference Assessments**

In this unit, you will learn about preference assessments. You have examined the correlation between motivation and the reinforcer, as well as how to determine the reinforcer. You now know the role that motivation plays and how a preference assessment helps us to determine what motivates the client. For this discussion, conduct a simple preference assessment on someone who is willing to participate in the activity. You will need to do the following:

- Identify the client.
- Describe the assessment you conducted.
- Report the results of your assessment.
- Identify the strongest reinforcers for your client, based on those results.
- Explain how you could use this information when working with your client.

## **Response Guidelines**

Respond to at least one other learner. What did you learn about preference assessments from their post? Offer at least one suggestion, or ask one clarifying question of that learner to help them deepen their understanding of how they can effectively use their preference assessment results, or how they might have strengthened their assessment to gain more robust results.

### 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 competency:

- Competency 3: Apply assessment-based techniques to practice in ABA.

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 system automatically averages your scores and records this averaged score 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 >> Putting It All Together: Compiling the FBA**

### **Introduction**

Throughout this course, you have been learning about and building the components of an FBA. In this unit, you have the opportunity to review and refine your work. You will compile your revised sections of the FBA and turn in the complete FBA for your final project.

## 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:

- F-2: Determine the need for behavior-analytic services.
- F-6: Describe the common functions of problem behavior.
- F-7: Conduct a descriptive assessment of problem behavior.
- F-8: Conduct a functional analysis of problem behavior.
- F-9: Interpret functional assessment data.

## Learning Activities

### u09s1 - Studies

## Readings

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

- Chapter 29, "Research Methods," pages 428–435.

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 5, "Functional Behavioral Treatment Protocols for SMA 2.0: Target Behaviors," pages 185–254.

Use the Capella library to read the following:

- McLaren, E. M., & Nelson, C. M. (2009). [Using functional behavior assessment to develop behavior interventions for students in head start \[PDF\]](#). *Journal of Positive Behavior Interventions*, 11(1), 3–21.

### 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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

#### Course Resources

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ABA Media Best Practices [DOCX]

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[ABA Terminology Flashcards – Unit 9](#)

### u09a1 - Putting It All Together: Completing the FBA

This is your final project-related assignment in this course. Throughout the course, you have been completing assignments that comprise an FBA and an analysis. The work you have completed for this project will serve as the basis for the work you will continue in PSYC4005, where you will complete a treatment plan.

Hopefully, as you were instructed to do throughout the course, you have been revising the work you did in your previous project-related assignments based on the feedback you received from your instructor.

If you have not yet done so, go back through each assignment and revise them so that they reflect the recommendations of your instructor.

Once the revisions have been made, download PDFs of all the sections of the Applied Behavior Analysis Project media piece that you have completed. Submit these sections along with any revised Excel graphs from previous assignments to your instructor as your comprehensive course project.

This project is basically the culmination of all you have learned in this program. By turning in your completed FBA, you will have successfully demonstrated your mastery of the course competencies:

- Interpret findings of applied behavior analysis research.
- Apply functional analysis techniques.
- Apply assessment-based techniques to practice in ABA.
- Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

#### Course Resources

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[Applied Behavior Analysis Project](#) | Transcript

### u09a2 - Instructor Contact Session

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

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

- Attending ICS by phone or 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

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

### u09d1 - Reviewing the FBA Process

Throughout this course, you have been involved in the process of developing an FBA on a client named Toby. You have completed indirect and direct assessments of Toby's behavior and gathering and graphing the data you collected. Additionally, you viewed multiple videos of Toby in different settings, which enabled you to gather and graph the data necessary to complete a functional analysis of his behavior. Finally, you refined your work and will submit your completed FBA at the end of this unit.

For this discussion, think about the work you completed for this course project, and answer the following questions:

1. What part of the FBA was the most challenging for you to complete? Why?
2. Why is it important to gather both direct and indirect data for a client prior to setting up and completing the functional analysis section of the FBA?
3. Why is the functional analysis an integral part of the FBA process?

4. Why is it necessary not only to collect the data, but to graph it as well?

## Response Guidelines

Respond to at least one other learner, comparing and contrasting their experience conducting the FBA process with your own.

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 1: Interpret findings of applied behavior analysis research.
- Competency 2: Apply functional analysis techniques.
- Competency 3: Apply assessment-based techniques to practice in ABA.

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 system automatically averages your scores and records this averaged score as your grade.

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

## Unit 10 >> Reflection

### Introduction

In this unit, you will continue your discussion on direct assessments including scatterplots and ecological assessments. Scatterplots help the practitioner determine if there is a correlation between the target behavior and time of day or activity. An ecological assessment provides data on the individual and the environment.

## 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:

- F-6: Describe the common functions of problem behavior.
- F-7: Conduct a descriptive assessment of problem behavior.
- F-8: Conduct a functional analysis of problem behavior.
- F-9: Interpret functional assessment data.

### Learning Activities

### u10s1 - Studies

## Readings

Use your *Functional Behavioral Assessment, Diagnosis, and Treatment* text to read the following:

- Chapter 6, "Functional Behavior Treatment Protocols for SME 4.0: Problem Behaviors," pages 255–310.

Use the Capella library to review the following:

- Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5(1), 54–72.

### 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 to pass the course. **You are required to answer each question correctly to receive credit for completing this activity.**

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

#### Course Resources

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

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[ABA Terminology Flashcards – Unit 10](#)

### u10a1 - Instructor Contact Session

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

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

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- 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.

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#### Course Resources

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

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[Using Adobe Connect](#)

## u10d1 - Sandra's Case

Consider the following scenario:

Florence worked as a supervisor in a residential facility for individuals with multiple handicaps. One of her residents, Sandra, had a strange behavior that involved pulling at her hair at various times during the day. She had clear bald spots, and her scalp was often red and tender. Using what she learned about FA from workshops at a state convention of behavior analysts, Florence started some informal observations. She concluded that Sandra's hair pulling was more likely to occur right before meals and was perhaps a frustration response to not being able to eat when she wanted.

Florence arranged for Sandra to have nutritious snacks while the meal was being prepared and for her to eat first to eliminate the frustration. After a month, it appeared that Sandra's hair pulling was unaffected. Next, Florence called in her BCBA and asked for help. She showed the BCBA her data and told him about the informal functional assessment. The BCBA then began time sampling several times per day to produce a more precise descriptive analysis. The BCBA's data showed that although some of the hair pulling occurred before meals, even more was occurring after Sandra went to bed. He felt that the source of the agitation was a roommate whose television was too loud. The BCBA arranged for a test of this hypothesis by switching Sandra's roommate on four separate nights over the next month. In no case was the hair pulling observed.

Is an experimental functional analysis necessary in this case? What are the risks and benefits of conducting an experimental analysis for Sandra's hair-pulling behavior? How do you recommend Florence proceed and why?

## Response Guidelines

Respond to at least one other learner whose post differed from yours. Compare and contrast the posts. What did you learn from your peer's post that you can apply to your future practice?

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 and the following course competency:

- Competency 3: Apply assessment-based techniques to practice in ABA.

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.