

Syllabus

Course Overview

During this course, your fifth and final course, you will develop skills related to behavior change procedures. You will propose intervention strategies to change clients' behavior through the practice of applied behavior analysis (ABA) and develop a treatment plan for a client based on those recommended interventions.

Course Project

In this course, you will continue with the case study of Toby in Part 2 of the course project you began in PSYC4004. You will be using the functional behavior assessment (FBA) you completed in Part 1 of the project as your basis for the treatment plan you will create in Part 2 of the project. You will complete designated sections of your proposed treatment plan for each assignment throughout the course. When you have completed the treatment plan, 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 behavior change procedures and selecting and implementing interventions.

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 to request accommodations.

Course Resources

Behavior Analyst Task List, 5th Edition

Course Competencies

(Read Only)

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

- 1 Apply behavior change procedures to the practice of applied behavior analysis.
- 2 Design research-based intervention strategies in the practice of applied behavior analysis.
- 3 Develop a plan to measure and maintain intervention strategies.
- 4 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

PSYC4004.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

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

Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning. ISBN: 9781305109391.

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.

- Chow, J. C., & Gilmour, A. F. (2016). [Designing and implementing group contingencies in the classroom: A teacher's guide](#). *Teaching Exceptional Children*, 48(3), 137–143.

- Farmer, R. L., & Floyd, R. G. (2016). An evidence-driven, solution-focused approach to functional behavior assessment report writing. *Psychology in the Schools*, 53(10), 1018–1031.
- Fritz, J. N., Jackson, L. M., Stiefeler, N. A., Wimberly, B. S., & Richardson, A. R. (2017). Noncontingent reinforcement without extinction plus differential reinforcement of alternative behavior during treatment of problem behavior. *Journal of Applied Behavior Analysis*, 50(3), 590–599.
- Fuchs, L. S., Fuchs, D., & Applequist, K. F. (2013). Goals, use of. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: Wiley.
- Groves, E. A., & Austin, J. L. (2017). An evaluation of interdependent and independent group contingencies during the good behavior game. *Journal of Applied Behavior Analysis*, 50(3), 552–566.
- Hill, K. E., Griffith, K. R., & Miguel, C. F. (2019). Using equivalence-based instruction to teach piano skills to children. *Journal of Applied Behavior Analysis*, 9999, 1–21.
- Lambe, D., Murphy, C., & Kelly, M. E. (2015). The impact of a precision teaching intervention on the reading fluency of typically developing children. *Behavioral Interventions*, 30(4), 364–377. doi:10.1002/bin.1418
- Shillingsburg, M. A., Gayman, C. M., & Walton, W. (2016). Using textual prompts to teach mands for information using “who?”. *The Analysis of Verbal Behavior*, 32(1), 1–14.
- Singer-Dudek, J., Park, H-S. L., Lee, G. T., & Lo, C. (2017). Establishing the transformation of motivating operations across mands and tacts for preschoolers with developmental delays. *Behavioral Development Bulletin*, 22(1), 230–248.
- Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner’s Analysis of Verbal Behavior for children with autism. *Behavior Modification*, 25(5), 698–724.
- Wack, S. R., Crosland, K. A., & Miltenberger, R. G. (2014). Using goal setting and feedback to increase weekly running distance. *Journal of Applied Behavior Analysis*, 47(1), 181–185. doi:10.1002/jaba.108

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.

- Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, 25(2), 447–459. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1279723/?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 Part 2 of your course project that spans both PSYC4004 and this course. In PSYC4004, you completed an FBA of your client Toby. This part of the project will culminate in the development of a proposed treatment plan for Toby. As before, you will continue to 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 FBA you completed using the media piece for PSYC4004 has been carried over into this course. As before, for each assignment you complete in this course, your work will be saved in the interactive media piece, so that you will be able to continue building your treatment plan in stages throughout the rest of this course. You will be able to go back and refine your work using feedback from your instructor and additional resources you may have found before finally submitting the completed treatment plan as your final project assignment in Unit 10 of this course.

In addition to the descriptions for each project-related assignment, each section of the treatment plan you complete also provides you a description of the content you must provide to successfully complete each portion of the plan. 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 treatment plan in Unit 10.

Unit 1 >> Introduction to Behavior Change

Introduction

In PSYC4004, you *met* and worked with your client, Toby, and completed an FBA to determine the function of Toby's behavior. In this course, you will continue to work with the same case study you were introduced to in PSYC4004, using the results of your FBA to create a treatment plan for Toby aimed at the reduction of his target behavior.

In this unit, you will begin your study of the different behavior change systems utilized most frequently by behavior analysts to modify behavior. According to Miltenberger (2016):

Modifying means developing and implementing procedures to help people change their behavior. It involves altering environmental events so as to influence behavior. Behavior Modification procedures are developed by professionals with the goal of improving some aspect of a person's life. (p. 5)

In this unit, you will begin your overview of behavior change systems by studying reinforcement and antecedent control procedures. Reinforcement is the process in which a behavior is strengthened by the immediate *consequence* that reliably follows its occurrence (Miltenberger, 2016, p. 65).

When using antecedent control procedures, the stimulus that generally precedes the target behavior is manipulated with the hopes that the client responds with fewer incidences of the target behavior, or demonstrates a more favorable behavior.

Instructional Activities

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

- G-1: Use positive and negative reinforcement procedures to strengthen behavior.
- G-2: Use interventions based on motivating operations and discriminative stimuli.

Reference

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

Learning Activities

u01s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 4, "Reinforcement," pages 65–90.

- Chapter 16, "Antecedent Control Procedures," pages 327–352.

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

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

[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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u01d1 - Modifying Environments

We learned in this unit that through manipulation of establishing operations (EOs) and abolishing operations (AOs), we can increase motivation. For example, you are working on increasing Adrian's consumption of fruits and vegetables. Using your knowledge of EOs and AOs, you identify the best and worst times to work with Adrian on his consumption of fruits and vegetables.

For this discussion, provide an example from your own life. Identify an EO and an AO for a reinforcer in your own life. For example, I just ate a garlicky lunch (EO), I have a strong need for a mint. When I brush my teeth in the morning, it would eliminate my need for the mint at this time (AO).

Response Guidelines

Respond to at least one of your peers who provided an example that helped to expand your understanding of this concept. Describe how this post will help you apply this to your practice.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u01q1 - Quiz 1

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

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

Unit 2 >> Teaching Replacement Behaviors

Introduction

In this unit, you will study replacement behaviors. According to Miltenberger (2016):

Reinforcement is a procedure for increasing the frequency of a desirable behavior. To use reinforcement, the desirable behavior must already be occurring, at least occasionally. If the person does not exhibit a particular target behavior at all, you need other strategies to generate the behavior. (p. 163)

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:

- G-3: Establish and use conditioned reinforcers.
- G-4: Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-5: Use modeling and imitation training.
- G-12: Use equivalence-based instruction.

- H-4: When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

Reference

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

Learning Activities

u02s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 10, "Prompting and Transfer of Stimulus Control," pages 181–200.

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

- Chapter 13, "Complex Stimulus Control," pages 216–236.
- Chapter 14, "Imitation," pages 237–247.

Use the Capella University Library to read the following:

- Hill, K. E., Griffith, K. R., & Miguel, C. F. (2019). Using equivalence-based instruction to teach piano skills to children. *Journal of Applied Behavior Analysis*, 9999, 1–21.

u02v1 - ABA Terminology Flashcards – Unit 2

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

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

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

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

Course Resources

ABA Media Best Practices [DOCX]

[ABA Terminology Flashcards – Unit 2](#)

u02a1 - Instructor Contact Session

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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u02d1 - Prompts

We are studying prompts in this unit. Prompts are important as they help the client to acquire the appropriate skills.

Carlos is five years old. You want to increase his ability to spontaneously mand 10 times within an hour.

- What are three different prompting techniques that may be effective in increasing this skill? Describe them.
- Why would these techniques be effective in teaching him this skill? Explain.
- How would you know if Carlos is prompt-dependent?
- What would you do to decrease this dependency?

Response Guidelines

Respond to at least one of your peers whose post differs from yours. Compare and contrast your posts. What did you learn from your peer's post that you can apply to your practice?

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u02q1 - Quiz 2

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

Unit 3 >> Teaching Behavior Change Strategies

Introduction

Once you have identified the function of the target behavior, the next step is to teach the individual a functionally equivalent replacement behavior. When a target behavior is to be decreased, we must select an appropriate alternative behavior to be established or increased. In this unit, you will be reviewing different methodologies used by behavior analysts to teach replacement behaviors to their client.

Your first assignment for your course project, Antecedent Control Procedures and Reinforcement, is due at the end of this unit. Make sure you review the media presentation you will use to complete this assignment, as well as the assignment description and grading rubric prior to your ICS for this unit, so you can ask your instructor any questions you may have about the successful completion of this assignment.

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:

- G-7: Use shaping.
- G-8: Use chaining.
- G-4: Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-17: Use token economies.

Learning Activities

u03s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 9, "Shaping," pages 163–180.
- Chapter 11, "Chaining," pages 201–222.
- Chapter 22, "The Token Economy," pages 447–468.

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 following two sections:

- Antecedent Procedures.
- Replacement Procedures.

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

ABA Media Best Practices [DOCX]

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

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

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

Course Resources

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

[ABA Terminology Flashcards – Unit 3](#)

u03a1 - Define Behavior, Antecedents, and Replacement Behaviors

In PSYC4004, you conducted an FBA for a client. In this course, you will continue this work by creating a treatment plan to address the target behavior you identified in PSYC4004.

To complete this assignment, open the Applied Behavior Analysis Project media piece. All of your work from PSYC4004 will still be available to you there.

Go to the "Treatment Plan" tab and complete the following sections:

- **Antecedent Procedures:** Based on information you have gathered from behavior-analytic literature, you will develop antecedent-based interventions to prevent the problem behavior from occurring.
- **Replacement Procedures:** You will identify an appropriate replacement behavior to prevent the problem behavior from occurring. Remember, this replacement behavior will be identified by looking to the function of the problem behavior identified in PSYC4004.
- **References:** Cite the relevant examples and supporting evidence you used to guide your work. You will add to this section in each assignment.

Download PDFs of your work in the Antecedent Procedures and Replacement Procedures sections, and upload them to the assignment area.

Course Resources

[Applied Behavior Analysis Project | Transcript](#)

u03a2 - Instructor Contact Session

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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u03d1 - Designing Behavior Change Strategies

In this discussion, you will be designing a behavior change system that utilizes a token economy, or a shaping or chaining procedure.

- Provide a brief background of the hypothetical client with whom you are working.
- Identify the target behavior.
 - Use a token economy and/or a shaping procedure to modify this target behavior.
 - Discuss why this behavior change system should be effective in modifying the identified target behavior.

Response Guidelines

Respond to at least one of your peers whose proposed behavior change system was of interest to you. What did you learn from this post? Explain how you can use these techniques in your future work as a behavior analyst.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u03q1 - Quiz 3

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

Unit 4 >> Group Contingencies and Self-Management

Introduction

In this unit, you will focus on group contingencies and self-management techniques. You will read several articles that focus on the different applications of group contingencies, and have the opportunity to develop self-management strategies that you can use to address a behavior of your own that you would like to modify.

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:

- G-10: Teach simple and conditional discriminations.
- G-18: Use group contingencies.
- G-19: Use contingency contracting.
- G-20: Use self-management strategies.

Learning Activities

u04s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 20, "Self-Management," pages 413–430.
- Chapter 23, "Behavioral Contracts," pages 469–486.

Use the Capella library to read the following:

- Chow, J. C., & Gilmour, A. F. (2016). Designing and implementing group contingencies in the classroom: A teacher's guide. *Teaching Exceptional Children*, 48(3), 137–143.
- Groves, E. A., & Austin, J. L. (2017). An evaluation of interdependent and independent group contingencies during the good behavior game. *Journal of Applied Behavior Analysis*, 50(3), 552–566.

Use the Internet to read the following:

- Stahmer, A. C., & Schreibman, L. (1992). Teaching children with autism appropriate play in unsupervised environments using a self-management treatment package. *Journal of Applied Behavior Analysis*, 25(2), 447–459. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1279723/?tool=pmcentrez>

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

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

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

Course Resources

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

[ABA Terminology Flashcards – Unit 4](#)

u04a1 - Instructor Contact Session

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

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

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

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

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

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u04d1 - Self-Management Techniques

Self-management techniques are the ultimate goal of our intervention, so that the client can manage his or her own behavior. In addition, these techniques are incredibly beneficial in modifying one's own behavior.

For this discussion, you will develop a self-management system to assist you in modifying a behavior of your own you would like to change or eliminate.

- Identify a behavior of your own that you would like to increase, decrease, or eliminate.
- Develop a self-management system to address your target behavior.
- Describe the steps you would use to implement the system, including how you would:
 - Monitor the behavior.
 - Contrive contingencies that will compete with natural contingencies.

Provide a clear definition of the behavior to be changed.

Response Guidelines

Respond to at least one of your peers whose target behavior differs from yours but is of interest to you. How can you use the self-management techniques they describe in your practice or personal life?

Course Resources

u04q1 - Quiz 4

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

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

Unit 5 >> Consequential Interventions

Introduction

Consequential interventions are used to help decrease or eliminate an undesirable behavior. When the target behavior occurs, a stimulus change is introduced immediately following the target behavior. The goal is that the stimulus will result in a reduction of the frequency of the behavior. In this unit, you will review several punishment procedures and ethical considerations regarding these procedures.

Your second project assignment, Consequential Interventions, is due at the end of this unit. Make sure you review the assignment description and grading rubric prior to this week's ICS meeting so you can come prepared to ask any questions you might have about successfully completing this assignment.

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:

- G-6: Use instructions and rules.
- G-15: Use extinction.
- G-16: Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
- H-5: Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

Learning Activities

u05s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 14, "Applying Extinction," pages 273–296.
- Chapter 17, "Using Punishment: Time-Out and Response Cost," pages 353–372.
- Chapter 18, "Positive Punishment Procedures and the Ethics of Punishment," pages 373–392.

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

- Chapter 24, "Rule-Governed Behavior: Theory," pages 377–393.

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 Consequential Procedures 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

ABA Media Best Practices [DOCX]

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

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

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

Course Resources

ABA Media Best Practices [DOCX]

[ABA Terminology Flashcards – Unit 5](#)

u05a1 - Consequential Interventions

In this assignment, you will continue to develop your treatment plan. To complete this assignment, open the Applied Behavior Analysis Project media piece. Go to the "Treatment Plan" tab and complete the following sections:

- **Consequential Procedures:** Consequences should be modified based on the environmental variables that are currently maintaining it. For example, if the problem behavior is maintained by access to candy, you may want to stop providing access to candy following the problem behavior.
- **References:** Cite the relevant examples and supporting evidence you used to guide your work. You will add to this section in each assignment.

Download a PDF of your work in the Consequential Procedures section, and upload it to the assignment area.

Course Resources

[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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u05d1 - Researching Appropriate Interventions

For this discussion, use the Capella library to look through ABA research (you may want to search the *Journal of Applied Behavior Analysis*) and identify an intervention from behavior analytic literature that would assist with Toby's attention-maintained behavior of swearing that you assessed in PSYC4004. Describe the intervention in the study and how it may apply to Toby's target behavior. Do not forget to include a full APA style reference for the study you are citing.

Response Guidelines

Respond to at least one of your peers. Select a post that identified an intervention different from the one you selected. Compare and contrast your interventions and discuss the strengths and weaknesses of both.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u05q1 - Quiz 5

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

- Competency 2: Design research-based intervention strategies in the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

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

Unit 6 >> Verbal Behavior

Introduction

The focus of this unit is verbal behavior. You will be learning about different types of verbal operants and how these are defined in the analysis of verbal behavior. For example, mands are requests and tacts are labels.

Malott and Shane (2016) describe mands and tacts as follows:

A mand is a verbal behavior that specifies its own reinforcer. For example, the mand "please pass the hot sauce" specifies the reinforcer for that mand, namely the hot sauce. Mand—a verbal relation where the form of the response is determined by a motivating operation. The form of the verbal response "please pass the hot sauce" is determined by the motivating operation, not having the hot sauce.

A tact is a verbal behavior where the form of the response is controlled by an S^D , not by the reinforcer. For example, for the tact "that's a bottle of hot sauce," the reinforcer might be the listener's approval not the receipt of the hot sauce. The actual bottle of hot sauce is the S^D that causes the person to say "That's a bottle of hot sauce." Tact—a verbal relation where the form of the response is determined by a nonverbal S^D . (p. 209)

During this unit, you will be completing comprehensive terminology and quiz activities to help you review the content you have covered in the first six units of this course.

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:

- G-4: Use stimulus and response prompts and fading.
- G-9: Use discrete-trial, free-operant, and naturalistic teaching arrangements.
- G-11: Use Skinner's analysis to teach verbal behavior.

Reference

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

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's *Analysis of Verbal Behavior* for children with autism. *Behavior Modification*, 25(5), 698–724.
- Singer-Dudek, J., Park, H-S. L., Lee, G. T., & Lo, C. (2017). Establishing the transformation of motivating operations across mands and tacts for preschoolers with developmental delays. *Behavioral Development Bulletin*, 22(1), 230–248.
- Shillingsburg, M. A., Gayman, C. M., & Walton, W. (2016). Using textual prompts to teach mands for information using “who?”. *The Analysis of Verbal Behavior*, 32(1), 1–14.

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

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

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

Course Resources

ABA Media Best Practices [DOCX]

[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

u06d1 - Verbal Operants

In this unit, you are learning about different types of verbal operants and how these are defined in the analysis of verbal behavior. For example, mands are requests and tacts are labels.

The basis of this discussion will be a conversation with someone you have had this week. Write down a conversation that occurred between you and another person that is at least six exchanges long.

- Describe each statement in your conversation. (Be sure not to violate any confidentiality laws when doing so.)
- Identify the verbal operant used in each exchange.

Response Guidelines

Respond to the post of at least one of your peers. Read their conversation and evaluate their identification of the verbal operants in each exchange. Do you agree with their evaluation? Could you argue that a different verbal operant was used in one of their statements? Justify your responses, supporting them with academic literature when appropriate.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u06q1 - Quiz 6

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.
- Competency 2: Design research-based intervention strategies in the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

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

Unit 7 >> Setting Long- and Short-Term Goals

Introduction

Providing clear short- and long-term goals for the client's intervention, allows the behavior analyst to know when to terminate treatment due to its success, or modify the treatment due to ineffectiveness. Clear objectives for treatments help to eliminate any disagreements among the stakeholders regarding the effectiveness of the treatment.

Your next project assignment, Setting Long- and Short-Term Goals, is due at the end of this unit. Make sure you review the assignment description and grading rubric prior to this week's ICS meeting so you can come prepared to ask any questions you might have about successfully completing this assignment.

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:

- H-1: State intervention goals in observable and measurable terms.
- H-2: Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3: Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- G-14: Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).

Learning Activities

u07s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 15, "Differential Reinforcement," pages 297–326.

Use the Capella library to read the following:

- Fritz, J. N., Jackson, L. M., Stiefler, N. A., Wimberly, B. S., & Richardson, A. R. (2017). Noncontingent reinforcement without extinction plus differential reinforcement of alternative behavior during treatment of problem behavior. *Journal of Applied Behavior Analysis*, 50(3), 590–599.
- Fuchs, L. S., Fuchs, D., & Applequist, K. F. (2013). Goals, use of. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed.). Hoboken, NJ: Wiley.
- Wack, S. R., Crosland, K. A., & Miltenberger, R. G. (2014). Using goal setting and feedback to increase weekly running distance. *Journal of Applied Behavior Analysis*, 47(1), 181–185. doi:10.1002/jaba.108

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 Short- and Long-Term Goals 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

ABA Media Best Practices [DOCX]

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

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

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

Course Resources

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

[ABA Terminology Flashcards – Unit 7](#)

u07a1 - Setting Long- and Short-Term Goals

In this assignment, you will continue to develop your treatment plan. To complete this assignment, open the Applied Behavior Analysis Project media piece. Go to the "Treatment Plan" tab and complete the following sections:

- **Long- and Short-Term Goals:** What do you want your client to achieve in the short term (three months)? What are the ultimate goals of the intervention (one year)? These goals should be closely tied to the reduction of the problem behavior, learning of the replacement behavior, and anything else you think is important to address, such as discharge criteria.
- **References:** Cite the relevant examples and supporting evidence you used to guide your work. You will add to this section in each assignment.

Download a PDF of your work in the Long- and Short-Term Goals section, and upload it to the assignment area.

Course Resources

[Applied Behavior Analysis Project | Transcript](#)

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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u07d1 - Differential Reinforcement of Lower Rates of Responding

This discussion is focused on differential reinforcement of lower rates of responding (DRL). This is used when we want to decrease a behavior but not completely stop the behavior from occurring. Eating is a good example of this. A client may be overeating, but he cannot quit eating altogether. In this situation, it is more appropriate to work with the client so that he eats less frequently, or eats less food, since you do not want your client to starve.

For this discussion, complete the following:

- Describe a situation where you would like to decrease a behavior but not stop it from occurring. This can be a behavior of yours you would like to decrease, or a family member's, friend's, or client's behavior.
- Explain why working to decrease the behavior you identified is a better choice than stopping the behavior altogether or reinforcing an alternate behavior.

Response Guidelines

Respond to the post of at least one other learner who have described the use of DRL. Describe how their example of how they have used or may use DRL could be beneficial to you in your own practice. Offer suggestions about how they could improve the use of their proposed DRL, or identify potential problems they could encounter.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u07q1 - Quiz 7

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

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.
- Competency 2: Design research-based intervention strategies in the practice of applied behavior analysis.

Please carefully read the following instructions before beginning the quiz:

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

Course Resources

Unit 8 >> Maintenance and Generalization Procedures

Introduction

In this unit, we will discuss the guiding principles for promoting generalization and maintenance of an intervention. It is imperative that this is planned for at the onset of the treatment process to ensure that their behavior maintains and transfers to new stimuli and settings.

Your next project assignment, Generalization and Maintenance Procedures/Supervision Plan, is due at the end of this unit. Before you attend your ICS for this unit, make sure you have reviewed the assignment description and grading rubric so that you can ask your instructor any questions you might have about successfully completing this assignment.

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:

- G-21: Use procedures to promote stimulus and response generalization.
- G-22: Use procedures to promote maintenance.

Learning Activities

u08s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 19, "Promoting Generalization," pages 397–403.

u08v1 - 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 following two sections:

- Generalization and Maintenance Procedures.
- Supervision Plan.

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

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

[The Steps of Applied Behavior Analysis](#)

u08v2 - ABA Terminology Flashcards – Unit 8

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

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

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

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

Course Resources

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

[ABA Terminology Flashcards – Unit 8](#)

u08a1 - Generalization and Maintenance Procedures/Supervision Plan

In this assignment, you will continue to develop your treatment plan. To complete this assignment, open the Applied Behavior Analysis Project media piece. Go to the "Treatment Plan" tab and complete the following sections:

- **Generalization and Maintenance Procedures:** Explain how you plan to generalize the skills you are teaching in the treatment plan to various settings and with various people.
- **Supervision Plan:** Describe how you will ensure that others carrying out your plan are doing so consistently. As always, each of these pieces should be based on best practice as indicated in the behavior-analytic literature.
- **References:** Cite the relevant examples and supporting evidence you used to guide your work. You will add to this section in each assignment.

Download PDFs of your work in the Generalization and Maintenance Procedures and Supervision Plan sections, and upload them to the assignment area.

Course Resources

[Applied Behavior Analysis Project | Transcript](#)

u08a2 - 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.

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u08d1 - Response Generalization

You have been working with Tyrone, who is a fourth-grade student on modifying his behavior while eating lunch with his peers in the school lunchroom. Prior to the intervention, Tyrone would not open his food and consume it, or engage in conversation with his peers, he would just play with the zipper on his lunch box. You developed an intervention to teach Tyrone to converse appropriately with his peers during lunch, independently open his lunchbox, and consume the contents within the 30-minute lunch period.

Discuss two strategies to promote generalization of these skills across time, setting, and stimuli. Support your strategies by citing recent, relevant academic research.

Response Guidelines

Respond to the post of at least one of your peers, whose strategies differ from yours. Compare and contrast the strategies used to promote generalization, identifying the strengths and weaknesses of each.

[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: Develop a plan to measure and maintain intervention strategies.

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.

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

Introduction

As you are working with your client, it will be important for you to develop and maintain data collection processes that will allow you to monitor your client's progress, and quickly detect any needs to adjust intervention strategies based on insufficient progress. In this unit, you will review the different processes that can be used to measure, graph, and interpret data.

Your next project assignment, Data Collection Processes, is due at the end of this unit. Make sure you review the assignment description and grading rubric prior to this week's ICS meeting so you can come prepared to ask any questions you might have about successfully completing this assignment.

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:

- H-6: Monitor client progress and treatment integrity.
- H-7: Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
- H-8: Make data-based decisions about the need for ongoing services.
- H-9: Collaborate with others who support and/or provide services to clients.

Learning Activities

u09s1 - Studies

Readings

Use your *Behavior Modification* text to read the following:

- Chapter 2, "Observing and Recording Behavior," pages 19–42.
- Chapter 3, "Graphing Behavior and Measuring Change," pages 45–63.

Use the Capella library to read the following:

- Lambe, D., Murphy, C., & Kelly, M. E. (2015). [The impact of a precision teaching intervention on the reading fluency of typically developing children](#). *Behavioral Interventions*, 30(4), 364–377. doi:10.1002/bin.1418

u09v1 - 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 Data Collection System 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

ABA Media Best Practices [DOCX]

[The Steps of Applied Behavior Analysis](#)

u09v2 - ABA Terminology Flashcards – Unit 9

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

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

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

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

Course Resources

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

[ABA Terminology Flashcards – Unit 9](#)

u09a1 - Data Collection Processes

In this assignment, you will continue to develop your treatment plan. To complete this assignment, open the Applied Behavior Analysis Project media piece and complete the following sections:

- **Data Collection System:** Describe how you plan on gathering data and graphing the data to track progress with your intervention.
- **References:** Cite the relevant examples and supporting evidence you used to guide your work. You will add to this section in each assignment.

Download a PDF of your work in the Data Collection System section, and upload it to the assignment area.

Course Resources

[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

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u09d1 - Standard Celeration Chart

In this unit, you learned about precision teaching methods. When using precision teaching methods, a standard celeration chart is used to collect the data generated.

For this discussion:

- Describe what aspects of performance the standard celeration chart captures.
- Describe the uses of precision teaching.
- Identify the skills that may be best addressed by precision teaching methods.

Response Guidelines

Respond to the post of at least one of your peers. Describe how reading their post increased your understanding of precision teaching and the use of standard celeration charts.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

u09q1 - Quiz 9

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

- Competency 3: Develop a plan to measure and maintain intervention strategies.

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.

Course Resources

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

Unit 10 >> Treatment Plan

Introduction

Congratulations! Not only have you made it to the final unit in this course, but you are about to successfully complete your ABA program. This is a very exciting time for you, and you should look back upon your accomplishments and be so proud of the work you have completed, and think about all that

you have learned. Now it is time, if you have not already done so, to focus on your career path, goals, and aspirations. You will be discussing career and educational opportunities throughout this unit.

Additionally, you will turn in your final project assignment for this course, your completed treatment plan. Throughout these last two courses, you have been completing assignments that have been designed to culminate in this completed plan. You have been receiving feedback from your instructor each time you submitted an assignment. In this unit, if you have not been doing so as you have progressed through these classes, you will need to incorporate the feedback you received from your instructor, and tweak any assignments that you feel could use a bit of improvement prior to turning in all of the elements of your treatment plan.

You will also complete comprehensive quiz and terminology activities, reviewing the subject matter content you have covered throughout the course.

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:

- H-1: State intervention goals in observable and measurable terms.
- H-2: Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3: Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- H-4: When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- H-5: Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
- H-6: Monitor client progress and treatment integrity.
- H-7: Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
- H-8: Make data-based decisions about the need for ongoing services.
- H-9: Collaborate with others who support and/or provide services to clients.

Learning Activities

u10s1 - Studies

Readings

Access the companion website of your *Principles of Behavior* text and read the following:

- Chapter 30, "Jobs and Grad School."
 - Link to the companion website is located on page 436 under the chapter title.

Use the Capella library to read the following:

- Farmer, R. L., & Floyd, R. G. (2016). [An evidence-driven, solution-focused approach to functional behavior assessment report writing](#). *Psychology in the Schools*, 53(10), 1018–1031.

u10v1 - ABA Terminology Flashcards – Unit 10

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

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

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

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

Course Resources

ABA Media Best Practices [DOCX]

u10a1 - Applied Behavior Analysis

For this final project assignment, you will complete your treatment plan by incorporating your instructor's feedback from your previous assignments. Make sure that you have completed and correctly cited all of the references in the References section.

When all sections of your treatment plan are complete, download PDFs of each and upload them to the assignment area.

u10a2 - 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.
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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.

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

Course Resources

DisabilityServices@Capella.edu

[Using Adobe Connect](#)

u10d1 - Career Aspirations

Throughout the previous four behavior analytic courses, you have learned about ABA and the many applications of our science to problems of social significance.

In this discussion:

- Describe the area of ABA you are most interested in practicing.
- Describe the population or populations with which you may wish to work.
- Explain the types of problem behaviors or acquisition skills you would like to address.
- Search through job listings and identify a job that you may be interested in applying for once you complete your experience hours, take the exam, and obtain national certification.

Response Guidelines

No response is required for this post, but feel free to respond to any of your peers if you have an observation you would like to share.

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 competencies:

- Competency 1: Apply behavior change procedures to the practice of applied behavior analysis.
- Competency 2: Design research-based intervention strategies in the practice of applied behavior analysis.
- Competency 3: Develop a plan to measure and maintain intervention strategies.

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 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.

