# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior
* , human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# BACB Task List 5th Edition

**Section 1: Foundations**

A. Philosophical Underpinnings

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

B. Concepts and Principles

* B-1 Define and provide examples of behavior, response, and response class.
* B-2 Define and provide examples of stimulus and stimulus class.
* B-3 Define and provide examples of respondent and operant conditioning.
* B-4 Define and provide examples of positive and negative reinforcement contingencies.
* B-5 Define and provide examples of schedules of reinforcement.
* B-6 Define and provide examples of positive and negative punishment contingencies.
* B-7 Define and provide examples of automatic and socially mediated contingencies.
* B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.
* B-9 Define and provide examples of operant extinction.
* B-10 Define and provide examples of stimulus control.
* B-11 Define and provide examples of discrimination, generalization, and maintenance.
* B-12 Define and provide examples of motivating operations.
* B-13 Define and provide examples of rule-governed and contingency-shaped behavior.
* B-14 Define and provide examples of the verbal operants.
* B-15 Define and provide examples of derived stimulus relations.

C. Measurement, Data Display, and Interpretation

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

D. Experimental Design

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

Section 2: Applications

E. Ethics

Behave in accordance with the Professional and Ethical Compliance Code for Behavior Analysts.

* E-1 Responsible conduct of behavior analysts
* E-2 Behavior analysts’ responsibility to clients
* E-3 Assessing behavior
* E-4 Behavior analysts and the behavior-change program
* E-5 Behavior analysts as supervisors
* E-6 Behavior analysts’ ethical responsibility to the profession of behavior analysis
* E-7 Behavior analysts’ ethical responsibility to colleagues
* E-8 Public statements
* E-9 Behavior analysts and research
* E-10 Behavior analysts’ ethical responsibility to the BACB

F. Behavior Assessment

* 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 deficits.
* F-5 Conduct preference assessments.
* 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.

**G. Behavior-Change Procedures**

* **G-1 Use positive and negative reinforcement procedures to strengthen behavior.**
* **G-2 Use interventions based on motivating operations and discriminative stimuli.**
* **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-6 Use instructions and rules.**
* **G-7 Use shaping.**
* **G-8 Use chaining.**
* **G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.**
* **G-10 Teach simple and conditional discriminations.**
* **G-11 Use Skinner’s analysis to teach verbal behavior.**
* **G-12 Use equivalence-based instruction.**
* **G-13 Use the high-probability instructional sequence.**
* **G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).**
* **G-15 Use extinction.**
* **G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).**
* **G-17 Use token economies.**
* **G-18 Use group contingencies.**
* **G-19 Use contingency contracting.**
* **G-20 Use self-management strategies.**
* **G-21 Use procedures to promote stimulus and response generalization.**
* **G-22 Use procedures to promote maintenance.**

**H. Selecting and Implementing Interventions**

* **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.**

I. Personnel Supervision and Management

* I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
* I-2 Establish clear performance expectations for the supervisor and supervisee.
* I-3 Select supervision goals based on an assessment of the supervisee’s skills.
* I-4 Train personnel to competently perform assessment and intervention procedures.
* I-5 Use performance monitoring, feedback, and reinforcement systems.
* I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
* I-7 Use function-based strategies to improve personnel performance.
* I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

\***Note**. The items that are bold are addressed in this course.

# Course Description

This course introduces students to the application of procedures derived from behavior analysis to address socially important problems. Students will learn traditional and non-traditional applications in various settings such as sports and fitness, organizational and community safety, and early intensive behavioral intervention. Topics covered include reinforcement, shaping, chaining, reinforcement, maintenance and generalization, punishment, motivating operations, and stimulus control as they relate to applied behavioral practice. This course offers a review some of the applications within the field of behavior analysis. Students will learn to examine and analyze articles and scenarios within the field of behavior analysis. Additionally, students will be exposed to questions that address ethical principles and guidelines when addressing socially significant. Hence, critical analyses and evaluation of research journal articles and textbook comprehension.

# Professional Standards Alignment

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| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Analyze the different procedures derived from behavior analysis to address socially significant problems.  | Engagement, Application, Dedication | Standard 5 | Standards 25 & 29 | Standard 22 | Application of ABA Research Paper |
| **CLO2**: Determine types of behavior analysis applications in various settings.  | Engagement, Application, Dedication | N/A | N/A | Standard 21 & 22 | Application of ABA Research Paper |
| **CLO3**: Analyze evidence-based practices.  | Engagement, Application, Dedication | Standard 3 | Standards 19 & 21 | Standard 22 | Application of ABA Research Paper |
| **CLO4**: Analyze various applications of applied behavior analysis.  | Engagement, Application, Dedication | N/A | N/A | Standard 21 & 22 | Application of ABA Research Paper |
| **CLO5**: Determine the effective application of data-based decision-making practices.  | Engagement, Application, Dedication | Standard 3 | Standards 19 & 21 | Standard 22 | Application of ABA Research Paper |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

Behavior Analyst Certification Board website: <http://www.BACB.com>

Behavior Analyst Certification Board. (2017). [*BCBA/BCaBA task list*](https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf) (5th ed.). Littleton, CO: Author.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd ed.). Columbus, OH: Pearson.

 ISBN-10: 0134752554

 ISBN-13: 9780134752556

**Supplemental Resources**

* www.abainternational.org - Association for Behavior Analysis International
* www.calaba.org - The California Association for Behavior Analysis
* www.behavior.org - The Cambridge Center for Behavioral Studies
* www.interventioncentral.org - Intervention Central
* www.behavioranalysis.com - Searchable Database of Behavior Analysis and Related Events
* www.nasdse.org - National Association of State Directors of Special Education, Inc.
* www.nichcy.org - National Dissemination Center for Children with Disabilities
* http://www.nccrest.org - The National Center for Culturally Responsive Educational Systems
* www.cde.ca.gov/sp/se - California Department of Education-Special Education Division
* www.nichcy.org - National Dissemination Center for Children with Disabilities
* www.pent.ca.gov - California Positive Environments Network of Trainers (PENT)
* www.pbis.org - U.S. Department of Education Technical Assistance Center on Positive Behavioral Interventions and Supports

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Introduction to Various Applications 21](#_Toc65148444)

[Week 2: Selecting & Defining Target Behaviors 24](#_Toc65148445)

[Week 3: Reinforcement 28](#_Toc65148446)

[Week 4: Antecedent Variables–Motivating Operations & Stimulus Control 31](#_Toc65148447)

[Week 5: Verbal Behavior 34](#_Toc65148448)

[Week 6: Imitation, Modeling, Shaping, & Chaining Behaviors 37](#_Toc65148449)

[Week 7: Antecedent Interventions, Token Economy, Contingencies & Self-Management 40](#_Toc65148450)

[Week 8: Application of Applied Behavior Analysis & Plans for Generalizing Behavior Change 43](#_Toc65148451)

# Signature Assignment: Application of ABA Research Paper

**Select** an applied use of ABA when dealing with problem behaviors that can impact judgment within our schools.

**Investigate** research of interest that helps you understand the use of a specific applied intervention with children. You will focus on an existing area of research that is currently in need of improvement within the profession at our public schools.

**Generate** a research question so that you can conduct a literature review. Your review will consist of the most current, no more than 10 years old, peer reviewed literature.

**Write** a 6- 8-page paper, excluding the title page and reference section, that highlights the main points of your research and provides recommendations that can help guide a practitioner when addressing these applied interventions.

**Include** the following in your paper:

* Abstract
* Introduction
* Literature Review
	+ A minimum of eight articles
	+ Three of the eight articles should come from the Journal of Applied Behavior Analysis
* Discussion
	+ Description of the participants
	+ Methods
	+ Results
	+ Social validity
* Recommendations
	+ Guide a practitioner when addressing these applied interventions
	+ Suggestions for future awareness of interventions
	+ Supports in the schools or community
* References
* Appendices

**Format** your paper consistent with APA style guidelines.

**Submit** your paper as a Word document by Friday.

**Signature Assignment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Title & Abstract**4 Points  | Demonstrates an above average level of knowledge of the required elements.  | Knowledge of the required elements is proficient.  | Knowledge of the required elements is not yet proficient.   | Knowledge of the required elements is introductory.  |
| **Literature Review**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **Discussion**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **Recommendations**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **References**10 Points | The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.  | The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.  | The student has researched the paper, may cite sources in the body of the text, provides a general reference section. | Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.  |
| **Format**10 Points | The paper conforms to APA standards with no errors. | The paper conforms to APA standards with very few or no errors. | The paper generally conforms to APA standards with some errors. | The paper contains several errors and does not conform to APA guidelines. |

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 35 |
| Quiz | 25 |
| Signature Assignment | 40 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Different Applications of Behavior Analytics |  | Discussion | 34 |
|  | Discussion: Safety & Ethics in Behavior Analytics Interventions |  | Discussion | 34 |
|  | Discussion: Intense Behavior Analytic Interventions |  | Discussion | 34 |
|  | Assignment: Week 1 Quiz |  | Quiz | 24 |
| **Week 2** |  |  |  |
|  | Discussion: Role of Assessment and Preference Assessments |  | Discussion | 34 |
|  | Discussion: Assessment Methods |  | Discussion | 34 |
|  | Discussion: Social Significance |  | Discussion | 34 |
|  | Assignment: Week 2 Quiz |  | Quiz | 24 |
| **Week 3** |  |  |  |
|  | Discussion: Positive & Negative Reinforcement |  | Discussion | 34 |
|  | Discussion: Schedules of Reinforcement |  | Discussion | 34 |
|  | Discussion: Targeting Problem Behavior |  | Discussion | 34 |
|  | Assignment: Week 3 Quiz |  | Quiz | 24 |
| **Week 4** |  |  |  |
|  | Discussion: Antecedent Variable Stimuli |  | Discussion | 34 |
|  | Discussion: Motivating Operations |  | Discussion | 34 |
|  | Discussion: Stimulus Control |  | Discussion | 34 |
|  | Assignment: Week 4 Quiz |  | Quiz | 24 |
| **Week 5** |  |  |  |
|  | Discussion: Verbal Behavior |  | Discussion | 34 |
|  | Discussion: Tact Behavior |  | Discussion | 34 |
|  | Discussion: Distinctions & Conditions |  | Discussion | 34 |
|  | Assignment: Week 5 Quiz |  | Quiz | 24 |
| **Week 6** |  |  |  |
|  | Discussion: Imitation Training |  | Discussion | 34 |
|  | Discussion: Treatment |  | Discussion | 34 |
|  | Discussion: Ethics |  | Discussion | 34 |
|  | Assignment: Week 6 Quiz |  | Quiz | 24 |
| **Week 7** |  |  |  |
|  | Discussion: Antecedent Interventions |  | Discussion | 34 |
|  | Discussion: Behavior Change Technology |  | Discussion | 34 |
|  | Discussion: Self-Monitoring |  | Discussion | 34 |
|  | Assignment: Week 7 Quiz |  | Quiz | 24 |
| **Week 8** |  |  |  |
|  | Discussion: True Change in Behavior |  | Discussion | 34 |
|  | Assignment: Application of ABA Research Paper |  | Signature Assignment | 84 |
| **Total Points** |  |  | **1000** |

Week 1: Introduction to Various Applications

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the useful application of behavior analytics in different settings and fields.
 | CLO2 |
| * 1. Determine the use safety and use of ethics when applying behavior analytic interventions.
 | CLO1, CLO4 |
| * 1. Analyze the effects and findings around intense behavior analytic interventions.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Applied Behavior Analysis*** Ch. 31:  |
| ***YouTube*** **View** the “[Dr. William Heward -Feb29,2012 - Applied Behavior Analysis ABA](https://youtu.be/vT73KEwVAx0)” video [1:22:59].  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Different Applications of Behavior Analytics** | 1.1 |
| **View** the following videos from YouTube: * “[An Introduction to Behavior Analysis in Health, Fitness, & Sports](https://youtu.be/kfi7OGNPOm0)” [55:44].
* “[An Introduction to Organizational Behavior Management](https://youtu.be/BwdRKbCa96U)” [55:16].
* “[An Introduction to Behavioral Pediatrics](https://youtu.be/jENImBx1RGc)” [51:48].

**Respond** to the following prompts in the Different Applications of Behavior Analytics discussion forum by Wednesday: * What fields benefit from the practices of applied behavior analysis?
* What are some of the applied interventions available to increase or decrease different behaviors?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Safety & Ethics in Behavior Analytics Interventions** | 1.2 |
| **Respond** to the following prompts in the Safety & Ethics in Behavior Analytics Interventions discussion forum by Thursday: * What are some of the ethical considerations when using applied behavior analysis?
* What is the importance of using the least invasive technique when using applied behavior analysis?
* What does it mean to be a good behavior analyst?
* Why should we embrace the scientific method over alternative treatments?

**Support** your responses with citations from scholarly sources. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Intense Behavior Analytic Interventions** | 1.3 |
| **Review** the “[Dr. William Heward -Feb29,2012 - Applied Behavior Analysis ABA](https://youtu.be/vT73KEwVAx0)” video [1:22:59]. **Respond** to the following prompts in the Intense Behavior Analytic Interventions discussion forum by Friday: * How does early intensive behavioral treatment with help address important social and functional skills needed in the school and community?
* What are a few findings that provide awareness of the importance of the use of ABA in the community?
* How does intense early ABA intervention have significant results for children with autism and special needs with the class?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Week 1 Quiz** | 1.1, 1.2, 1.3 |
| **Take** the Week 1 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 2: Selecting & Defining Target Behaviors

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the role of assessment and preference assessments in Applied Behavior Analysis.
 | CLO1, CLO2 |
| * 1. Analyze important assessment methods Used by Behavior Analysts.
 | CLO1, CLO4 |
| * 1. Determine the social significance of potential reinforcers.
 | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| ***Applied Behavior Analysis*** Ch. 3: |
| ***YouTube*****View** the following videos: * “[Stimulus Preference Assessment Procedures](https://youtu.be/b2qSiCbkKDA)” [1:24:07].
* “[Integrating ABA Methods in Schools: Session 7 Part 1 - Functional Behavior Assessment](https://youtu.be/k7Q7QmZMlUs)” [19:44].
* “[Integrating ABA Methods in Schools: Session 7 Part 2 - Functional Behavior Assessment (continued)](https://youtu.be/Y3zTD4UL4vk)” [8:50].
 |

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| --- | --- |
| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Begin** working on your Application of ABA Research Paper. **Select** an applied use of ABA when dealing with problem behaviors that can impact judgment within our schools. **Investigate** research of interest that helps you understand the use of a specific applied intervention with children. You will focus on an existing area of research that is currently in need of improvement within the profession at our public schools. **Generate** a research question so that you can conduct a literature review. Your review will consist of the most current, no more than 10 years old, peer reviewed literature.**Write** a 6- 8-page paper, excluding the title page and reference section, that highlights the main points of your research and provides recommendations that can help guide a practitioner when addressing these applied interventions. **Include** the following in your paper: * Abstract
* Introduction
* Literature Review
	+ A minimum of eight articles
	+ Three of the eight articles should come from the Journal of Applied Behavior Analysis
* Discussion
	+ Description of the participants
	+ Methods
	+ Results
	+ Social validity
* Recommendations
	+ Guide a practitioner when addressing these applied interventions
	+ Suggestions for future awareness of interventions
	+ Supports in the schools or community
* References
* Appendices

**Format** your paper consistent with APA style guidelines.**Submit** your paper as a Word document by Friday of Week 8.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Role of Assessment and Preference Assessments** | 2.1 |
| **Read** the following: Butler, C., & Graff, R. B. (2021). [Stability of preference and reinforcing efficacy of edible, leisure, and social attention stimuli](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1002/jaba.807). *Journal of Applied Behavior Analysis*.**Respond** to the following prompts in the Role of Assessment and Preference Assessments discussion forum by Wednesday: * What are the phases when addressing behavioral assessment? What are some of the preassessment consideration?
* What are a few questions you should consider before evaluating a student? Why?
* What are a few of your takeaways from the article?
* How would you use preference assessments on your caseload?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Assessment Methods** | 2.2 |
| **Read** the following articles: Howard, J. S., Sparkman, C. R., Cohen, H. G., Green, G., Stanislaw, H. (2005). [A comparison of behavior analytic and eclectic treatments for children with autism](http://www.ctfeat.org/articles/abaveclectic.pdf). *Research in Developmental Disabilities*, 26, 359-383. Zachor, D. A., Ben-Itzchak, E., Rabinovich, A.-L., & Lahat, E. (2007). [Change in autism core symptoms with intervention](https://www.sciencedirect.com/science/article/pii/S1750946706000262). *Research in Autism Spectrum Disorders*, 1(4), 304–317.**Note**. You will need to enter your Alliant email address and confirm you are the owner of the email address to access the article.**Respond** to the following prompts in the Assessment Methods discussion forum by Thursday: * What are your views regarding the importance of assessment methods including indirect, direct, ecological and reactive effects of assessment?
* Provide your own example of using these methods as a school psychologist, BCBA or clinical counselor in the schools.
* What are some of the comparisons of behavior analytic and eclectic treatments for children with autism from the articles?
* What is the importance of ABA when treating conditions?
* What is your takeaway from these articles about using ABA intervention to address socially significant behaviors?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Social Significance** | 2.3 |
| **Respond** to the following prompts in the Social Significance discussion forum by Friday: * When assessing the social significance of potential target behaviors what are a few areas a behavior analyst needs to consider?
* Before using behavior analytic supports, how could you help address a target behavior in need of change within your school or private setting?
* What are some steps you could take to define and determine target behaviors in need of change?

**Provide** an example in a real world setting you would consider within your response.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Week 2 Quiz** | 2.1, 2.2, 2.3 |
| **Take** the Week 2 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 3: Reinforcement

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the effective use of positive and negative reinforcement.
 | CLO1, CLO2 |
| * 1. Identify examples of schedules of reinforcement.
 | CLO1, CLO2, CLO3 |
| * 1. Determine an effective reinforcement schedule for a target behavior in need of change.
 | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***Applied Behavior Analysis*** * Ch. 11:
* Ch. 12:
* Ch. 13:
 |
| ***YouTube*** **View** the following videos: * “[ABA Therapy: Reinforcement, Punishment, and Maladaptives](https://youtu.be/CB_OM5d2NmA)” [13:27].
* “[ABA Therapy: Schedules of Reinforcement](https://youtu.be/R8NWkfGwJHU)” [17:30].
* “[Differential Reinforcement](https://youtu.be/OKl2aQSTFno)” [7:34].
 |

|  |  |
| --- | --- |
| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Continue** working on your Application of ABA Research paper.**Update** your professor if you have questions or areas in need of response. **Reflect** on where you are and how you are doing. **Format** your paper consistent with APA style guidelines.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Positive & Negative Reinforcement**  | 3.1 |
| **Respond** to the following prompts in the Positive & Negative Reinforcement discussion forum by Wednesday: * What is the principle of positive and negative reinforcement? What defining effect does this have on behavior?
* Provide an illustration for both positive and negative reinforcement as applied to a school setting and a specific work setting.
* What the use and importance for when and how you would utilize these reinforcement strategies on future behavior?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Schedules of Reinforcement** | 3.2 |
| **Respond** to the following prompts in the Schedules of Reinforcement discussion forum by Thursday: * When addressing a specific behavior, what are some of the schedules of reinforcement available when addressing problem behavior, such as continuous and intermittent?
* When would you use one schedule than another? Provide examples for both.
* Share an example within the field of education and another within a work environment or other field such as nutrition, sports or business.

**Utilize** an article from the literature to support your responses.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Targeting Problem Behavior** | 3.3 |
| **Read** the following article: Newman, B. Hemmes, N.S., Buffington, D.M. & Andreopoulos (1994). [The effects of schedules of reinforcement on instruction following with verbal and nonverbal stimuli](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2748540/). *The Analysis of Verbal Behavior*, 12, 31-41.**Respond** to the following prompts in the Targeting Problem Behavior discussion forum by Friday: * Share an intervention that you have some experience utilizing to reduce a problem behavior. Include what the problem behavior is and use of a schedule of reinforcement to decrease problem behavior while increasing appropriate replacement behavior.
* What are a few takeaways from the article about use of reinforcement schedules during instruction?
* What are some other fields, outside of education, that benefit from applied schedules of reinforcement when considering verbal and nonverbal stimuli?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Week 3 Quiz** | 3.1, 3.2, 3.3 |
| **Take** the Week 3 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 4: Antecedent Variables–Motivating Operations & Stimulus Control

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the impact of antecedent variable stimuli on behavior.
 | CLO1, CLO2 |
| * 1. Analyze the effects of unconditioned motivating operations (UMO) and conditioned motivating operations (CMO) on behavior in the work environment.
 | CLO1, CLO2 |
| * 1. Analyze the effect stimulus control has an antecedent and consequence interventions.
 | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Applied Behavior Analysis*** * Ch. 16:
* Ch. 17:
 |
| ***YouTube*** **View** the following videos: * “[Motivating Operations](https://youtu.be/CKgn2C8aQgs)” [2:06].
* “[Autism Jargon: Stimulus Control](https://youtu.be/RdvbQ_eH8rg)” [4:54].
 |

|  |  |
| --- | --- |
| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Continue** working on your Application of ABA Research paper.**Update** your professor if you have questions or areas in need of response. **Reflect** on where you are and how you are doing. **Format** your paper consistent with APA style guidelines.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Antecedent Variable Stimuli** | 4.1 |
| **Respond** to the following prompts in the Antecedent Variable Stimuli discussion forum by Wednesday: * What are the behavior altering vs. function altering effects of a tailored intervention on behavior?
* Provide an intervention utilizing two specific antecedent variable stimuli. What is the antecedent variable is in your example?
* Provide an example of antecedent variable stimuli within the school, home or community setting.
* How do you distinguish between motivating operation (MO) or discriminative stimulus (SD) within applied settings?
* Provide an example of an MO and SD in a school or work setting when addressing behaviors.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Motivating Operations** | 4.2 |
| **Respond** to the following prompts in the Motivating Operations discussion forum by Thursday: * What are the different types of CMOs and UMOs you have observed in your work setting?
* How can these MOs generalize to other settings and environments?
* Share some examples of CMOs and UMOs in the workplace and in an applied setting.
* What specific antecedent interventions do you recommend for function-based behaviors such as escape from a setting?
* How could the consideration of using a 4-term contingency when taking behavior data allow you to understand behavior and address specific variable more when determining future interventions?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Stimulus Control**  | 4.3 |
| **Consider** the use of stimulus control in an environmental setting for this discussion. **Respond** to the following prompts in the Stimulus Control discussion forum by Friday: * What is the use of the following when working with children on the spectrum of autism or intellectual disabilities?
	+ Errorless learning
	+ Matching to sample
	+ Stimulus discrimination
	+ Response prompts
	+ Stimulus discrimination training and control
* How can these techniques increase a child’s ability to learn functional life skills?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Week 4 Quiz** | 4.1, 4.2, 4.3 |
| **Take** the Week 4 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 5: Verbal Behavior

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the impact of Skinners analysis of verbal behavior through form and function.
 | CLO1, CLO3 |
| * 1. Analyze the effects of mand tact effects (comparison) on acquiring tacts.
 | CLO1, CLO3 |
| * 1. Analyze distinctions and conditions that impact tact behavior.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| ***Applied Behavior Analysis*** Ch. 18:  |
| ***YouTube*** **View** the “[ABA Therapy: Verbal Operants (Teaching Language)](https://youtu.be/5kC1_DYnMyg)” [12:22].  |

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| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Continue** working on your Application of ABA Research paper.**Update** your professor if you have questions or areas in need of response. **Reflect** on where you are and how you are doing. **Format** your paper consistent with APA style guidelines.  |

# Assignments

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| **Discussion: Verbal Behavior** | 5.1 |
| **Read** the following articles: Sundberg, M. L., & Michael, J. (2001). [The benefits of Skinner’s analysis of verbal behavior for children with autism](https://www.researchgate.net/publication/11775626_The_Benefits_of_Skinner%27s_Analysis_of_Verbal_Behavior_for_Children_with_Autism). *Behavior Modification*, 25, 698-724. Valdivia, S., Luciano, C., & Molina, F. J. (2006). [Verbal Regulation of Motivational States](http://0-dx.doi.org.library.alliant.edu/10.1007/BF03396035). *The Psychological Record*, 56(4), 577-595.**Respond** to the following prompts in the Verbal Behavior discussion forum by Wednesday: * Consider the form and function of language, how does this understanding effect how a behavior analyst may work with a child with language impairment, comparted to a speech therapist?
* What are some of the important factors to consider between verbal operant, a listener, and speaker behavior?
* How does motivation or establishing operations play on behavior?
* What points you were able to take away from both articles?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| --- | --- |
| **Discussion: Tact Behavior** | 5.2 |
| **Read** the following article: Finn, H. E., Caio, M. F. & Ahearn W. H. Almas, (2012). [The emergence of untrained Mand and Tacts in Children with Autism](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2012.45-265). *Journal of Applied Behavior Analysis*, 45(2), 265-280.**Respond** to the following prompts in the Tact Behavior discussion forum by Thursday: * What are the effects of both training methods when acquiring the acquisition of tact behavior in a child’s repertoire?
* How would you address this type of training in the schools?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Discussion: Distinctions & Conditions** | 5.3 |
| **Read** the following article: Kodak, T., Halbur, M., Bergmann, S. Partington, J. W., Sundberg, M. L., Newhouse, L., & Spengler, S. M. (2020). [A comparison of stimulus set size on Tact Training for children is autism spectrum disorder](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1002/jaba.553). *Journal of Applied Behavior Analysis*, 53, 265-283.**Respond** to the following prompts in the Distinctions & Conditions discussion forum by Friday: * What is the distinction between a mand and a tact?
* If engaging a child on the autism spectrum, how would you address a child having difficulty acquiring tact’s in their repertoire?
* When training a child to address tact’s, what would be some necessary foundational behaviors they would need in their repertoire?
* What are your thoughts about stimulus considerations during tact training for children with ASD?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Assignment: Week 5 Quiz** | 5.1, 5.2, 5.3 |
| **Take** the Week 5 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 6: Imitation, Modeling, Shaping, & Chaining Behaviors

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze imitation training and modeling for students.
 | CLO1, CLO3 |
| * 1. Determine the benefits of treatment versus the associated risks.
 | CLO1, CLO3 |
| * 1. Analyze ethics in the workplace.
 | CLO1, CLO2, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***Applied Behavior Analysis*** * Ch. 21:
* Ch. 22:
* Ch. 23:
 |
| ***YouTube*****Search** for videos on imitation training, modeling and shaping, and chaining on your own. **View** the following videos: * “[Shaping and Chaining](https://youtu.be/Enp3AuysDOw)” [2:16].
* “[Shaping and Chaining: Educational Strategies](https://youtu.be/JGNuIZKzJ24)” [4:55].
* “[Autism Training Solutions: Chaining and Task Analysis](https://youtu.be/wMVZQICUhAk)” [4:11].
* “[ABA Therapy: Chaining (Teaching Complex Tasks)](https://youtu.be/o3PveHDRuM8)” [9:00].
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| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Continue** working on your Application of ABA Research paper.**Update** your professor if you have questions or areas in need of response. **Reflect** on where you are and how you are doing. **Format** your paper consistent with APA style guidelines.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Imitation Training** | 6.1 |
| **Respond** to the following prompts in the Imitation Training discussion forum by Wednesday: * How might you implement imitation training with the population and clients you are interested working with? What steps are involved?
* What is the primary controlling variable involved within your training?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Discussion: Treatment** | 6.2 |
| **Respond** to the following prompts in the Treatment discussion forum by Thursday: * How could you utilize the process of trying to shape a new behavior? Provide for the class the behavior you wish to shape, and the steps involved.
* When considering the definition of shaping in your textbook and differential reinforcement, how will you reinforce appropriate approximations towards terminal behavior while ignoring others, such as extinction?
* Provide a detailed example about how you would differentially reinforce this specific behavior.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Discussion: Ethics** | 6.3 |
| **Respond** to the following prompts in the Ethics discussion forum by Friday: * What setting and specific activity you would utilize for behavior chaining and use of a task analysis?
* What are the behavior steps that would be in this chaining procedure?

**Note**. You may select a skill within sports, education or a functional skill needed in the classroom. Provide each step in the sequence and when the behavior would be reinforced. Provide a working example in the school setting addressing a specific needed behavior cusp.**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Assignment: Week 6 Quiz** | 6.1, 6.2, 6.3 |
| **Take** the Week 6 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 7: Antecedent Interventions, Token Economy, Contingencies & Self-Management

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the use of antecedent interventions.
 | CLO1, CLO3 |
| * 1. Determine the effective applications of behavior change technology.
 | CLO1, CLO3 |
| * 1. Analyze the use of a self-monitoring system in place with fidelity.
 | CLO1, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***Applied Behavior Analysis*** * Ch. 26:
* Ch. 28:
* Ch. 29:
 |
| ***YouTube***View the following videos: * “[Antecedent Interventions with Jeanne Luis BCBA](https://youtu.be/ZXkqO2bY2wk)” [13:08].
* “[What Is Behavioral Momentum?│By A Board Certified Behavior Analyst](https://youtu.be/gV0V7rLGFyg)” [6:01].
* “[How to: Use Behavioural Momentum](https://youtu.be/vmLhearDw-M)” [2:29].
* “[Integrating ABA Methods in Schools: Session 8 Part 4 - Group Contingencies](https://youtu.be/XoyEzMGu7kU)” [5:52].
* “[Integrating ABA Methods in Schools: Session 8 Part 3: Strategies to Acknowledge Appropriate Behavior](https://youtu.be/iS-6JIu4KTc)” [10:02].
 |

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| --- | --- |
| **Preparation: Application of ABA Research Paper** | 8.1 |
| **Continue** working on your Application of ABA Research paper.**Update** your professor if you have questions or areas in need of response. **Reflect** on where you are and how you are doing. **Format** your paper consistent with APA style guidelines.  |

# Assignments

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| --- | --- |
| **Discussion: Antecedent Interventions** | 7.1 |
| **Read** the following article: Lischultz, J.L., Wilder, D.W., Ertel, Hi. Enderli, A. (2018) [The effects of high p and low p instruction similarity on compliance among young children](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1002/jaba.482). *Journal of Applied Behavior Analysis*, 51(4), 866-867.**Respond** to the following prompts in the Antecedent Interventions discussion forum by Wednesday: * Share a specific behavior and example of providing a high probability request sequence (high-p) and behavioral momentum when addressing task escape behaviors.
* Share how you would address this specific behavior and the steps involved to accurately use this antecedent intervention to improve compliance. Share a few thoughts you learned from the article.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Discussion: Behavior Change Technology** | 7.2 |
| **Respond** to the following prompts in the Behavior Change Technology discussion forum by Thursday: * Create a token system for a student demonstrating rule breaking behaviors including leaving his seat, talking out loud and not staying on task.
* Indicate the specific factors within your system, what type of reinforcement schedule will you entertain for this student. Why?
* How would you begin to fade this specific intervention from the classroom and develop more intrinsic reinforcements?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Discussion: Self-Monitoring** | 7.3 |
| **Refer** to Box 29.2: Specify a goal and define a target behavior in need of change on page 210 of *Applied Behavior Analysis*.**Respond** to the following prompts in the Self-Monitoring discussion forum by Friday: * Create a self-monitoring system for that behavior that allow an individual to become aware of and determine how to change it.
* What rules and procedures, immediate contingencies/consequences, daily consequences, weekly consequences, and intermediate consequences would you apply?
* What long-term consequences will be applied to this change?
* What would likely be the results if followed with fidelity?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| **Assignment: Week 7 Quiz** | 7.1, 7.2, 7.3 |
| **Take** the Week 7 Quiz. **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz. **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. |

Week 8: Application of Applied Behavior Analysis & Plans for Generalizing Behavior Change

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the use of a specific applied intervention with children when dealing with problem behaviors that can impact judgment within schools.
 | CLO1, CLO2, CLO3, CLO4, CLO5 |
| * 1. Analyze how generalization and maintenance of behavior change is required for true change in behavior.
 | CLO1, CLO2, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1, 8.2 |
| Applied Behavior Analysis Ch. 30:  |

# Assignments

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| --- | --- |
| **Discussion: True Change in Behavior** | 8.2 |
| **Read** the following article: Dougher, M. J., Hamilton, D., Fink, B., & Harrington, J. (2007). [Transformation of the discriminative and eliciting functions of generalized relational stimuli](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jeab.2007.45-05). *Journal of the Experimental Analysis of Behavior*, 88(2), 179-197.**Create** a plan for generalizing a behavior change. **Select** a target behavior that will meet naturally existing contingencies of reinforcement, all desired variations and settings or situations where those behaviors should and should not occur.**Respond** to the following prompts in the True Change in Behavior discussion forum by Wednesday: * Share your plan for generalizing a behavior change.
* What strategies and tactics for promoting this generalized behavior change would you use?
* How can you make the instructional setting similar to the generalized setting?
* Share some take away from the effect of using different training approaches considering the impact of discriminative and relational generalized stimuli within the school or community setting from the article.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

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| --- | --- |
| **Assignment: Application of ABA Research Paper** | 8.1 |
| **Select** an applied use of ABA when dealing with problem behaviors that can impact judgment within our schools. **Investigate** research of interest that helps you understand the use of a specific applied intervention with children. You will focus on an existing area of research that is currently in need of improvement within the profession at our public schools. **Generate** a research question so that you can conduct a literature review. Your review will consist of the most current, no more than 10 years old, peer reviewed literature.**Write** a 6- 8-page paper, excluding the title page and reference section, that highlights the main points of your research and provides recommendations that can help guide a practitioner when addressing these applied interventions. **Include** the following in your paper: * Abstract
* Introduction
* Literature Review
	+ A minimum of eight articles
	+ Three of the eight articles should come from the Journal of Applied Behavior Analysis
* Discussion
	+ Description of the participants
	+ Methods
	+ Results
	+ Social validity
* Recommendations
	+ Guide a practitioner when addressing these applied interventions
	+ Suggestions for future awareness of interventions
	+ Supports in the schools or community
* References
* Appendices

**Format** your paper consistent with APA style guidelines. **Submit** your paper as a Word document by Friday.  |

# Rubrics

**Discussion Rubric**

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| --- | --- | --- | --- | --- |
|   | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Initial Response to the Forum Topic** 15 points  | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.  | Topic is addressed superficially and without evidence that prior posts were considered.  |
| **Feedback to Peer’s Response to the Forum Topic** 19 points  | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.  | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.  | Feedback was thoughtful but did not include specific suggestions and references for improvement.  | Feedback was superficial and did not cover all levels of the RISE model.  |

**Signature Assignment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Title & Abstract**4 Points  | Demonstrates an above average level of knowledge of the required elements.  | Knowledge of the required elements is proficient.  | Knowledge of the required elements is not yet proficient.   | Knowledge of the required elements is introductory.  |
| **Literature Review**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **Discussion**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **Recommendations**20 Points | Demonstrates an above average level of knowledge of the connection between research and practice.   | Knowledge of the connection between research and practice is proficient.  | Knowledge of the connection between research and practice is not yet proficient.   | Knowledge of the connection between research and practice is introductory.  |
| **References**10 Points | The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with no errors.  | The student has thoroughly researched the paper, documents sources in the body of the text and provides a comprehensive reference section with minimal errors.  | The student has researched the paper, may cite sources in the body of the text, provides a general reference section. | Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the paper.  |
| **Format**10 Points | The paper conforms to APA standards with no errors. | The paper conforms to APA standards with very few or no errors. | The paper generally conforms to APA standards with some errors. | The paper contains several errors and does not conform to APA guidelines. |