

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: EXCEPTIONAL STUDENT EDUCATION

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEX COURSE NUMBER 6608 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: **Ethics in Applied Behavior Analysis**

EFFECTIVE DATE

(first term course will be offered)

SUMMER 2015 _____

CREDITS²:
3

TEXTBOOK INFORMATION:

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Routledge.
 Bailey, J. & Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst*. New York, NY: Routledge.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

The objective of this graduate course is to enhance understanding of ethical & legal issues behavior analysts face when working in the field. This course also aims to build capacity for correctly implementing behavior analytic procedures & equipping students with the skills & knowledge needed to become ethically & professionally skilled behavior analysts.

PREREQUISITES*:

EEX 5612, EEX 6602, EEX 6609, and EEX 6615 OR permission from the instructor

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

Michael Brady; mbrady@fau.edu; 561-297-3281

Please consult and list departments that might be affected by the new course and attach comments.³

All Departments in the College of Education; comments attached

Approved by:

Department Chair: Michael Brady
 College Curriculum Chair: Paul R. P...
 College Dean: Val...
 UGPC Chair: ...
 Graduate College Dean: ...
 UFS President: _____
 Provost: _____

Date:

2/10/2015
3/4/15
3/11/15
3/16/15
3/25/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

The following feedback from department chairs shows no conflicts in COE departments for the proposed course EEX 6xxx *Ethics in Applied Behavior Analysis*.

I see no conflict with EDLRM. RS

(Robert Shockley: Educational Leadership & Research Methodology)

Mike,
No conflict for ESHP.
Mike

(Michael Whitehurst: Exercise Science and Health Promotion)

I see no conflict with Counselor Ed.

Paul

Sent from my iPhone

(Paul Peluso: Counselor Education Department)

I do not see a conflict.

Barbara

(Barbara Ridener: teaching & Learning Department)

Hi Mike - CCEI has no conflicts with the course. It looks interesting. Just a mere suggestion, but I wonder if ESE considered including some discussion of ethical decision-making frameworks? For example, deontological, utilitarian, ethic of care, Kohlberg, etc. In the field of medical ethics, something I'm more familiar with, discussion of ethical issues typically begins with some examination of moral theories.

All the best,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

From: Michael Brady

Sent: Monday, February 09, 2015 3:39 PM

To: Barbara Ridener; Robert Shockley; Paul Peluso; Deena Wener; Emery Hyslop-Margison; Michael Whitehurst

Subject: New Course Proposal

The ESE Department is proposing a new graduate course called EEX 6xxx Ethics in Applied Behavior Analysis. The course meets a new external requirement in the ABA certification program offered by the Department. Would you please review the course and cover sheet (attached) and reply to this email with a statement whether the course would create a conflict with the courses or programs in your department? I would appreciate a response by Friday afternoon, Feb 13.

I appreciate your time and review.

MB

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mbrady@fau.edu

Bailey, J. & Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst*. New York, NY: Routledge.

REQUIRED READINGS

Behavior Analyst Certification Board™ Guidelines for Responsible Conduct for Behavior Analysts. (BACB, 4th Edition, Revised July, 2010)
www.bacb.com/index.php?page=57

Behavior Analyst Certification Board™ Disciplinary and Ethical Standards and Disciplinary Procedures. www.bacb.com/index.php?page=85

Bannerman, D., Shledon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79-89.

Hastings, R. P. & Noone, S. J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 40(4), 335-342.

O'Donohue, W., & Ferguson, K.E. (2011). Behavior analysis and ethics. (pp. 489-497). In W.W. Fisher, C.C. Piazza, & H.S. Roane (Eds.) *Handbook of Applied Behavior Analysis*. New York, NY: Guilford Press.

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21, 381-384.

As other readings and/or articles are assigned, they will be provided via FAU library or FAU Blackboard.

TECHNOLOGY

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Blackboard in a variety of ways. These include, but aren't limited to quizzes, discussion responses, and accessing class materials. While class will generally meet live on campus, there may be times it will be taught online. Students will have ample notice if class will be taught online.

Critical Assignments, Live Text, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course

however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fourth Edition*
www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
- *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*
www.bacb.com/index.php?page=57
- *BACB Disciplinary and Ethical Standards* www.bacb.com/index.php?page=85
- Council for Exceptional Children. (2010). *Special educational professional ethical principles*. Reston, VA: Council for Exceptional Children. (see Appendix A)

COURSE OBJECTIVES (see Appendix A)

By the end of this semester, students will have demonstrated their ability to describe the BACB's guidelines for professional conduct and ethical behavior in the following areas:

1. Apply knowledge of these principles to make decisions about ethical practice in applied situations. (C-01 – 03; D-02 – 04; D-15 – 21)
2. Discuss relevant ethical issues as they are depicted in various professional scenarios. (H-01; I-05, I-06)
3. Demonstrate knowledge of professional conduct and ethical behavior as it applies to personal practice and experience in the field. (E-04; F-01; K-01 – 06)
4. Understand how ABA research is to be conducted in an ethical manner and know the institutional and societal expectations for such practice. (A-08; K-07 – 10)
5. Describe the essential professional skills and strategies a behavior analyst must present when interacting with parents, clients, and related service providers. (G-01 – 08)
6. Identify and use evidence-based criteria for examining empirically-validated interventions. (B-02; J-02, J-04 – 10)

COURSE CONTENT/OUTLINE

- Responsible conduct of a behavior analyst
- The behavior analyst's responsibility to clients and colleagues
- Assessing behavior in a responsible and complete manner
- The behavior analyst and the individual behavior change program
- The behavior analyst as teacher and /or supervisor

- The behavior analyst and the workplace
- The behavior analyst's ethical responsibility to the field of behavior analysis and society as a whole
- The behavior analyst and research
- The disciplinary and ethical standards and disciplinary procedures of the Behavior Analysis Certification Board
- Applying knowledge of ethics in ABA to decision making
- Essential professional skills for behavior analysts
- Using ABA to work with others, for self-management, and for increasing person productivity
- The behavior analyst as behavior trainer, coach, and mentor
- Systems for ensuring ethical practice in state funded behavioral services

COURSE REQUIREMENTS

1. Exams

There will be 2 exams throughout the course, one midterm and one final exam. Exams will be comprehensive in that they will cover all material presented in the weeks prior. The midterm exam will focus on the content of the BCBA Guidelines and ethical dilemmas. The final will require students to respond to ethical scenarios with principle-based decisions. All exams will be multiple choice and short response and will be taken in class.

2. Readings

Each week students will be responsible for completing the assigned readings. Required readings will include chapters from the textbooks, articles, and/or other materials. Students will be held accountable for the weekly reading through the online quizzes and discussions on Blackboard and in class.

a. Online quizzes

Each week, there will be a short online quiz on Blackboard. These quizzes will cover the information from the assigned readings and class discussions of that week. There will be a total of 10 multiple-choice questions per quiz. These quizzes are open-book/open-note quizzes, however they are timed. Therefore, you should read and review your materials prior to taking the quiz because there will not be enough time to look up every answer. The total amount of time allotted per quiz will equate to 2 minutes per question so students will have a total of 20 minutes to complete the quiz. Collaboration with others during the taking of the quiz is considered cheating and is prohibited. Quizzes will open after class and will close prior to the beginning of the next class. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed. You will only be provided access to the quiz once.

b. Discussion posts

Throughout the semester, there will be 5 discussion prompts posted on the discussion board of Blackboard. The prompts will be based on the reading and/or previous week's discussion and may pose a question or provide a scenario. Students will be required to provide a well-constructed, high-quality response in the form a paragraph (containing 5 or more sentences). Responses will reference the core ethical principles outlined in the BACB Conduct Guidelines and Burch & Bailey textbooks. Responses should be a minimum of 1 paragraph and not exceed 3 paragraphs. A grading rubric is provided in Appendix B. Students are required to respond to at least 1 other post. Discussion posts cannot be made up and late responses will not be accepted. The discussion board will close when the due date expires.

3. Presentation

Each student will conduct 2 mini-lessons in which they present the content from 2 chapters in Bailey and Burch's *25 Essential Skills and Strategies for the Professional Behavior Analyst*. Students will prepare a Powerpoint for each of selected lessons, which are to be distributed to the class at the beginning of the mini-lesson. Students will include 3 behavioral objectives for the mini-lesson and turn this in with the Powerpoint for grading.

Instructor's Choice:

4. BCBA interview

Students will conduct a face-to-face or phone interview of approximately 30 minutes with a BCBA or BCaBA to discuss one ethical and one professional issue that he/she may have encountered in his/her practice. Students should briefly describe each issue as shared by the BCBA or BCaBA then describe how you think the issues could have been handled based on your knowledge of ethics and professional behavior. Responses should be no longer than 3 pages and should be related to the BACB Conduct Guidelines and/or the Bailey & Burch (2011) textbook. This assignment is due midway through the semester, so it is strongly recommended that you contact your interviewee early in the semester. Students may not interview the same BCBA or BCaBA, therefore you will need to confirm with your interviewee that they have not already agreed to conduct the interview with someone else. Final interviews will be submitted through Blackboard.

OR

Observation of ethics forum and report

Each student will attach to visit one of two ethics forums:

(1) A meeting of the FAU Institutional Review Board or (2) a meeting of the Florida Agency for Personal with Disabilities, Local Review Committee for Behavioral Services. The instructor will facilitate with the chair of each forum and provide you with the requirements for your visit which may include a written pledge of keeping information acquired fully confidential. You will be asked to

submit a written report on the nature of the process observed while carefully NOT reporting any confidential information. The process includes things as the role of the persons in attendance, the procedures for reviewing information and data, procedures for intervention monitoring, and the nature of decision-making at the meeting. This report should not exceed two, double-spaced word-processed pages with 1-inch margins.

5. Participation

Active and meaningful participation is essential for this class. We will be discussing controversial topics related to ethics and making connections to how these areas relate and apply to our own field experiences. It is critical that students complete the readings prior to class so they are able to reflect and participate in these discussions. Of equal importance is valuing fellow classmates' opinions and maintaining a safe learning environment, therefore it is expected that courteous and respectful behavior will be maintained during classroom discussion and in response to online posts. It is expected that students will appropriately manage their use of laptops and cell phones so as to respect the instructor and fellow classmates.

ASSESSMENT PROCEDURES

Assignment	Points	% of Course Grade
Exams (2 exams/50 pts. each)	100	33%
Online quizzes (10 quizzes/10 pts. each)	100	33%
Presentations (2 presentations/15 pts. each)	30	10%
Interview / Forum Report	25	9%
Discussion posts (5 posts/5 pts. each)	25	9%
Participation	20	6%
TOTAL	300	100%

Points are subject to change due to academic calendar and syllabus adjustments

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Successful graduate students, and students pursuing certification as professional behavior analysts, are reflective decision-makers who practice ethical behavior during class and in the community. Professional demeanor is a firm expectation in FAU courses, and includes attendance, participation, and responsible attention to requirements and deadlines. Students

are also expected to demonstrate a professional demeanor in the application of their behavioral practices and consultations with students, their families, and with other educators.

Audio or Video Recording Policy: Any student wishing to record any portion of class activity must first obtain the permission of the instructor. For students with disabilities, please provide documentation from the Office for Students with Disabilities if you are seeking an accommodation in this regard.

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. All **written assignments** must be typed, double-spaced with the name of the assignment. All assigned projects will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. Late submissions will not be accepted.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class. Reasonable accommodations are made for religious observances.

Students With Disabilities: In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA-203 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific

assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

(A partial list of resources used in support of this course.)

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Routledge

Bailey, J., & Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst*. New York, NY: Routledge.

Council for Exceptional Children. (2010). *Special educational professional ethical principles*. Reston, VA: Council for Exceptional Children.

Bannerman, D., Sheldon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23(1), 79-89.

Fisher, C. B. (Ed.). (2009). *Decoding the ethics code: A practical guide for psychologists*. Thousand Oaks, CA: Sage.

Hastings, R. P., & Noone, S. J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 40(4), 335-342.

Iwata, B. A., (1988). The development and adoption of controversial default technologies. *The Behavior Analyst*, 11, 149-157.

O'Donohue, W., & Ferguson, K.E. (2011). Behavior analysis and ethics. (pp. 489-497). In W.W. Fisher, C.C. Piazza, & H.S. Roane (Eds.) *Handbook of applied behavior analysis*. New York, NY: Guilford Press.

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21, 381-384.

Tentative Schedule

Session	Topic	For Next Class: Readings & Assignments
	Prior to first class (intro on discussion board for practice on posting; view video)	<ul style="list-style-type: none"> • Watch www.youtube.com/watch?v=eHh7evEyE8E
1	Topic: Orientation to the course What is this course all about? (<i>syllabus, Task List, & Blackboard</i>) Activity: Rate Your Professional Skills Survey	<ul style="list-style-type: none"> • Read Ethics chap. 1-5 • Respond to Discussion Board post • Take Quiz 1
2	Topic: Background for Ethics in Behavior Analysis How abuse became a blessing in disguise How do "personal ethics" differ from the ethics of a professional behavior analyst? What are some of the most reported ethical problems?	<ul style="list-style-type: none"> • Read Ethics chap. 6 • Read O'Donohue & Ferguson • Take Quiz 2
3	Topic: Responsible Conduct (Guideline 1) How does a behavior analyst maintain high standards of professional behavior of the professional organization?	<ul style="list-style-type: none"> • Read Ethics chap. 7 • Read Van Houten et al. article • Take Quiz 3
4	Topic: Responsibility to Clients (Guideline 2) How does a behavior analyst operate in the best interest of the client? What rights do clients have? Activity: <i>Act It Out</i> group role-plays	<ul style="list-style-type: none"> • Read Ethics chap. 8 & 9 • Respond to Discussion Board post • Take Quiz 4
5	Topic: Assessing Behavior & Behavior Change Programs (Guidelines 3 & 4) What are the appropriate assessment techniques? How are intervention objectives derived? How are behavior programs designed and carried out? Review: BCBA Interview assignment	<ul style="list-style-type: none"> • Read Ethics chap. 10 & 11 • Read Hastings & Noone article • Take Quiz 5
6	Topic: Teaching, Supervising, and the Workplace (Guidelines 5 & 6) How do behavior analysts delegate responsibilities and assign cases? What are the expected commitments and interactions of a behavior analyst in the workplace? Select: Student mini-lessons	<ul style="list-style-type: none"> • Read Ethics chap. 12, 13, & 15 • Take Quiz 6

7	<p>Topic: Ethical Responsibilities to the Field, Colleagues, & Society (Guidelines 7, 8 & 9) What is the responsibility of a behavior analyst to field of ABA? What is the behavior analyst's responsibility to his/her colleagues? How does a behavior analyst promote the welfare of society?</p>	<ul style="list-style-type: none"> • Read Ethics ch. 16 • Take Quiz 7 • Study for mid-term
8	<p>Topic: Research (Guideline 10) How are behavior analysts responsible for upholding standards of scientific competency and ethical research?</p> <p style="text-align: center;">Mid-term exam</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 1-4 • Read Bannerman et al. article • Respond to Discussion Board post
9	<p>Topic: Essential Business Skills: Part 1 What do business management skills have to do with behavior analysts? How does being assertive help our clients? What kind of leadership & networking skills are beneficial for behavior analysts?</p> <p style="text-align: center;">Student Presentations (Chap. 1-4)</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 5-7
10	<p>Topic: Essential Business Skills: Part 2 How can behavior analysts remain competent and committed to the science of ABA? Define what it means to "do no harm".</p> <p style="text-align: center;">Student Presentations (Chap. 5-7)</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 8-11
11	<p>Topic: Basic Consulting Repertoire Why is it important to have good interpersonal, influential, persuasion, negotiation, and presentation skills?</p> <p style="text-align: center;">Student Presentations (Chap. 8-11)</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 12-16 • Respond to Discussion Board post
12	<p>Topic: Applying Behavioral Knowledge Understanding that it may not be just our clients who require antecedent manipulations, shaping, and positive reinforcement.</p> <p style="text-align: center;">Student Presentations (Chap. 12-16) Due: BCBA Interview</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 17-20
13	<p>Topic: Vital Work Habits What habits can help you maximize your success as an effective and efficient behavior analyst who is trusted and respected?</p> <p style="text-align: center;">Student Presentations (Chap. 17-20)</p>	<ul style="list-style-type: none"> • Read 25 Skills chap. 21-25 • Respond to Discussion Board post
14	<p>Topic: Advanced Consulting Strategies How can you apply the essential skills and go beyond to think, question, and problem-solve critically?</p> <p style="text-align: center;">Student Presentations (Chap. 21-25)</p>	<p style="text-align: center;">Study for exam</p>

15	Final Professional Practice Considerations/Exam Review	
16	Final Exam	

Appendix A

Behavior Analyst Certification Board (2012). *Fourth edition task list*. Retrieved from: www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

A. Measurement

A-08: Assess and interpret interobserver agreement.

B. Experimental Design

B-02: Review and interpret articles from the behavior-analytic literature

C. Behavior-Change Considerations

C-01: State and plan for the possible unwanted effects of reinforcement.

C-02: State and plan for the possible unwanted effects of punishment.

C-03: State and plan for the possible unwanted effects of extinction.

D. Fundamental Elements of Behavior Change

D-02: Use appropriate parameters and schedules of reinforcement.

D-03: Use prompts and prompt fading.

D-04: Use modeling and imitation training.

D-15: Identify punishers.

D-16: Use positive and negative punishment.

D-17: Use appropriate parameters and schedules of punishment.

D-18: Use extinction.

D-19: Use combinations of reinforcement with punishment and extinction.

D-20: Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).

D-21: Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).

E. Specific Behavior-Change Procedures

E-04: Use contingency contracting (i.e., behavioral contracts).

F. Behavior-Change Systems

F-01: Use self-management strategies.

G. Identification of the Problem

G-01: Review records and available data at the outset of the case.

G-02: Consider biological/medical variables that may be affecting the client.

G-03: Conduct a preliminary assessment of the client in order to identify the referral problem.

G-04: Explain behavioral concepts using nontechnical language.

G-05: Describe and explain behavior, including private events, in behavior-analytic (non-mentalistic) terms.

G-06: Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.

G-07: Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.

G-08: Identify and make environmental changes that reduce the need for behavior analysis services.

H. Measurement

H-01: Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.

I. Assessment

I-05: Organize, analyze, and interpret observed data.

I-06: Make recommendations regarding behaviors that must be established, maintained, increased or decreased.

J. Intervention

J-02: Identify potential interventions based on assessment results and the best available scientific evidence.

J-04: Select intervention strategies based on client preferences.

J-05: Select intervention strategies based on the client's current repertoires.

J-06: Select intervention strategies based on supporting environments.

J-07: Select intervention strategies based on environmental and resource constraints.

J-08: Select intervention strategies based on the social validity of the intervention.

J-09: Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.

J-10: When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

K. Implementation, Management, and Supervision

K-01: Provide for ongoing documentation of behavioral services.

K-02: Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.

K-03: Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.

K-04: Design and use effective performance monitoring and reinforcement systems.

K-05: Design and use systems for monitoring procedural integrity.

K-06: Provide supervision for behavior-change agent

K-07: Evaluate the effectiveness of the behavioral program.

K-08: Establish support for behavior-analytic services from direct and indirect consumers.

K-09: Secure the support of others to maintain the client's behavioral repertoires in their natural environments.

K-10: Arrange for the orderly termination of services when they are no longer required.

Council for Exceptional Children. (2010). *Special educational professional ethical principles*. Reston, VA: Council for Exceptional Children.

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Appendix B
Rubric for Discussion Posts

Point	Components of Post	Comments
___/1 pt.	Response references the main points from the readings	
___/1 pt.	Post is a minimum of 1 paragraph that is well constructed and relevant to topic/prompt	
___/1 pt.	Student relates response to the core ethical principles of ABA	
___/1 pt.	Response is cohesive, organized, and does not exceed 3 paragraphs	
___/1 pt.	Student provides a well-constructed, meaningful response to at least 1 other post	
TOTAL:		