Section 1 – Program Mission and Educational Objectives

Program Mission
The mission of the MS-ABA program is to enable students to become effective and ethical behavior analysts. Students will be prepared to apply principles of behavior analysis to enhance the lives of individuals across a wide variety of settings. The program emphasizes a foundation in theory, concepts, and principles, development of basic behavior analytic skills, and an emphasis on professional and ethical responsibilities.

Mission Alignment
Our mission is closely aligned with the university's mission to offer "innovative, professionally-focused undergraduate and graduate degree programs" as our curriculum directly prepares our students to be gainfully employed in the field of Applied Behavior Analysis shortly after graduating. Our courses are replete with applied assignments, which embodies the university's goal to create a "hands-on, project-based learning environment."

Program Objectives
1. To produce competent graduates who can work effectively and ethically across settings and with diverse populations
2. To enable students to obtain the knowledge and skills necessary for immediate employment in ABA and/or further graduate study in ABA and related areas
3. To prepare students for national certification and Oregon licensure as behavior analysts

Section 2 – Program Student Learning Outcomes
Our PSLOs are derived from our certifying body's "Task List" and Ethics Codes (https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-220316-2.pdf and https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-211019.pdf)

PSLO 1	Students will understand the history and philosophy of behaviorism and basic theoretical approaches to understanding behavior
PSLO 2	Students will demonstrate competence in understanding how principles of behavior are discovered and described in the context of basic research
PSLO 3	Students will use technical terminology to explain and provide examples of the characteristics, concepts, principles, and processes of behavior analysis.
PSLO 4	Students will demonstrate an understanding of, and ability to conduct behavioral assessments and functional behavioral analyses and identify strengths and limitations of each.
PSLO 5	Students will demonstrate competence in the measurement of behavior, data collection, data analysis, and graphic representation.
PSLO 6	Students will demonstrate competence in single-subject research designs and will identify and describe the advantages, disadvantages, and ethical considerations of research designs.
PSLO 7	Students will critically evaluate research, analyze, and apply research findings to the practice of applied behavior analysis.
PSLO 8	Students will explain the fundamental elements of behavioral interventions including behavior change strategies, procedures, and systems, including identification of scientific evidence and methods for ensuring effective implementation and maintenance of behavioral programs.
PSLO 9	Students will demonstrate an understanding of the legal constraints and ethical guidelines as pertinent to behavioral research and practice.

PSLO 10   Students will demonstrate an understanding of the roles, functions, and responsibilities of professional behavior analysts, including relationships with professional organizations, and maintaining professional credentials.

PSLO 11   Students will demonstrate the professional skills essential to developing professional and therapeutic relationships, set goals, maintain boundaries, evaluate client outcome, terminate treatment, and collaborate with other professionals.

PSLO 12   Students will demonstrate competent oral and written communication.

Section 3 – Curriculum Map

F= Foundation, P= Practice, C=Capstone

University	ISLO 1 - Communication	ISLO 2 – Inquiry & Analysis	ISLO 3 – Ethical Reasoning	ISLO 4 – Quantitative Literacy	ISLO 5 – Teamwork	ISLO 6 – Diverse Perspectives					
Program	PSLO 12	PSLO 6 PSLO 7	PSLO 9	PSLO 5	PSLO 10	PSLO 11	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 8
COURSE											
ABA 501	F										
ABA 511			F				(F)		F		
ABA 512			F						F		
ABA 515								F			
ABA 516											
ABA 521					F	F					
ABA 522			P		P	P					
ABA 524				P							
ABA 525		F									
ABA 526									P		
ABA 527							F				
ABA 531											P
ABA 532											P
ABA 546									P		
ABA 547											
ABA 598	C	C		(P)							
ABA 599	C	C									

Section 4 – Assessment Cycle

ISLO	PSLO	2020-2021	2021-2022	2022-2023
Communication	PSLO 12	ABA 501 ABA 598 ABA 599		
Ethics	PSLO 9		ABA 521	ABA 522
Teamwork	PSLO 10			ABA 521 ABA 522
Diversity	PSLO 11			ABA 521 ABA 522
Inquiry & Analysis	PSLO 6 PSLO 7	ABA 525 ABA 599	ABA 598	
Quantitative Literacy	PSLO 5	ABA 524		
	PSLO 1	ABA 527		
	PSLO 2			ABA 515
	PSLO 3	ABA 511	ABA 512	
	PSLO 4		ABA 546	ABA 526
	PSLO 8		ABA 531	ABA 532

Section 5 – Assessment Data Collection Processes

Performance Target: Our expectation is that 80% of students will earn a grade of at least 80% on each of these measures (or the equivalent, e.g., score of 4/5 on a rubric).

Activity: Assessment currently consists of direct measures completed by evaluating student work for each of the PSLOs according to the schedule above. Each of the PSLOs are further narrowed down by specific content areas dictated by our credentialing body (BACB). These areas are codified for programs in numbered Task Lists. Our students in the 21-22 cohort are evaluated against the 5th Edition Task List. Certification testing for this Task List began in January of 2022. See Appendix A for a copy of the 5th Edition BCBA Task Lists. Additionally, we surveyed students at the end their first year (Su 2022) so that they could identify areas in which they feel that they need more practice. When relevant to a PSLO, these data are reported.

Sample: The number of students or % of the class whose data are included in each measure are described in the data analysis tables below.

Reliability: Each of our courses assessed has only one section. The instructor's score was compared with Dr. Bailey's score when appropriate. Otherwise, the primary data were collected directly from the faculty member teaching each course.

Rubric: Rubrics for each assessed PSLO are included in the Appendices at the end of this report.

Section 6 – Assessment Data

Note: Action targets for graduation, retention and DFWI are listed as previous year's University average.

Performance Criteria	Assessment Methods	Performance Target	Results	Met?
Graduation Rate	University Dashboard	6-year rate >50%	NA	NA
Retention	University Dashboard	1-year rate >75%	75%	Yes
Certification	Accreditor's report	1-year >75%	NA	NA
DFWI	University Dashboard	All program <12%	5.3%	Yes
PSLO 3	Final EXAM	80% earn 80%+	69% - ABA 512, 13	No
PSLO 4	Rubric	80% earn 80%+	88% - ABA 546, 8	Yes
PSLO 6	Rubric	80% earn 80%+	100% - ABA 598, 7	Yes
PSLO 7	Defense	80% earn 80%+	100% - ABA 599, 3	Yes
PSLO 8	Rubric	80% earn 80%+	78% - ABA 531, 9	No
PSLO 9 & 10	Final	80% earn 80%+	94% - ABA 521, 17	Yes

Note: all courses are taught via zoom with students from all campus locations

Individual PSLO Data

PSLO 3: Students will use technical terminology to explain and provide examples of the characteristics, concepts, principles, and processes of behavior analysis.			
Course Evaluated	How Assessed	# Students Sampled	% Students 80%+
ABA 512	Final Exam Grade	13	69% (9/13)
Assignment: A multiple choice and short answer final exam covering concepts and principles of ABA			

PSLO 4: Students will demonstrate an understanding of, and ability to conduct behavioral assessments and functional behavioral analyses, and identify strengths and limitations of each method			
Course Evaluated	How Assessed	# Students Sampled	% Students 80%+
ABA 546	Rubrics Appendix C	8	88%
Assignment: Given a learner profile students will select a behavior, or response class, of interest and provide instructions for completing an assessment then they will compare what they recommended with an accepted approach to that area to be assessed. Finally, as it relates to this objective, students must submit two goals for the target skill.			

PSLO 6: Students will critically evaluate research, analyze, and apply research findings to the practice of applied behavior analysis.			
Course Evaluated	How Assessed	# Students Sampled	% Students Met
ABA 598	Rubric Appendix D	2	100%
Assignment: Students will a) identify the presence of absence of the building blocks of behavior analysis as a science within literature b) recognize and identify the presence or absence of philosophic assumptions that underlie ABA as a science c) relate components of the article to radical behaviorism and d) identify the presence or absence of the 7 dimensions of ABA within the article			

Course Evaluated	How Assessed	# Students Sampled	% Students Met
ABA 598	Rubric Appendix E	5	100%

Assignment:
Students will use a published study to inform a clinical decision related to a client that they serve in their practical setting- last submission of Spring 2022 used as this is a repeating assignment across Fall, Winter and Spring

PSLO 7: Students will demonstrate competence in single-subject research designs and will identify and describe the advantages, disadvantages, and ethical considerations of research designs

Course Evaluated	How Assessed	# Students Sampled	% of Students who Passed
ABA 599	Pass/Fall defense to committee of OIT faculty/adjuncts	3 out of 6	100% (3) passed *3 have not yet defended

Assignment:
Students must design and complete a single subject research design experiment in the form of a thesis

PSLO 8: Students will explain the fundamental elements of behavioral interventions including behavior change strategies, procedures and systems, including identification of scientific evidence and methods for ensuring effective implementation and maintenance of behavioral programs.

Course Evaluated	How Assessed	# Students Sampled	% Students 80%+
ABA 531	Rubric Appendix F	9	78%

Assignment:
Students must write a behavior plan to reduce problem behavior for a client that includes evidence of a functional assessment, preventive strategies, teaching procedures and actions for stakeholders to take when the problem behavior does occur. A risk/benefit analysis for the procedures in the plan must be included.

PSLO 9: Students will demonstrate an understanding of the legal constraints and ethical guidelines as pertinent to behavioral research and practice.
PSLO 10: Students will demonstrate an understanding of the roles, functions, and responsibilities of professional behavior analysts, including relationships with professional organizations, and maintaining professional credentials.

Course Evaluated	How Assessed	# Students Sampled	% Students 80%+
ABA 521	Final Exam	17	94%

Assignment: A cumulative final exam covering both objectives.

History of Results: We do not have three years of data to evaluate currently. Graduation and persistence data are not yet available for the MSABA program. Survey of graduating students has not been administered for ABA program.

Evidence of Improvement in Student Learning

Performance Criteria	Previous Action Plan	Previous Data	Current Data	Interpretation
PSLO1	Update rubrics, assess multiple assignments	67%	100%	Success

PSLO5	Instructor to highlight assignment components; review how goal setting is addressed in other courses	60%	88%	Success
Graduation Rate	NA	NA	NA	
Retention	None Indicated	71.4%	75%	Improved
Certification	NA			
DFWI	None Indicated	11%	5.3%	Improved

Note: PSLO1 and PSLO 5 were not scheduled to be evaluated this year, however we did review the relevant assignments to see if performance improved.

Section 7 – Data-driven Action Plans

Performance deficits this year were few in number and small. Student performance was below expected levels for PSLO 3 and PSLO 8. As faculty we discussed what could be done differently to improve student performance on these outcomes.

PSLO 3 – Enhance Instruction: PSLO 3 data were collected from a cumulative final exam. Students have several other exams as well as fluency-building assignments to prepare them for this exam. However, student comments suggest that the amount of information is significant. One solution we have discussed is to increase opportunities for students to interact with content more actively, including open pedagogy or personalized system of instruction. One or both will be included in the next section of ABA 512 in Winter of 2023.

PSLO 8: Improve Assignment, Review Rubric: PSLO 8 involves a very complex task that students have had minimal experience with outside of the classroom. Despite this, our students just barely missed our expected level of performance (78% met or exceeded a B, our goal was 80%). Our planned change for this objective and assignment is to provide students with a template and a sample plan to model their own submission after. Additionally, the rubric may be altered to more closely model the template so that students can clearly see how required responses are weighted.

Review and Revise PSLOs: Over the last year, ABA faculty have discussed the large number of PSLOs. By the end of the fall term, 2022, faculty will review and revise our current objectives to be more concise while also remaining aligned with the current BACB 5th edition task list and looking ahead to the 6th edition content allocations that will go into place in 2025.

Review application process: Our retention data indicates improvement over the past three years with range of 70% - 75% (2020-21). Our cohorts are small and the loss of only one or two students has a large impact on overall rates. In some cases, it was clear that the program was not the right fit for the student, and they stopped out. This suggests that we may need to improve our application process. We will be addressing this in the next application cycle.

Section 8 – Closing the Loop: Reflection on previous work
Program faculty met regularly throughout the academic year to discuss programmatic issues including closing the loop items and other curricular and programmatic changes. The results of those discussions is reflected below.

The 2020-21 program assessment report indicated two areas for improvement – assessment of PSLO 1, assessment of PSLO 5. Changes made in 21-22 based on the previous year's assessment data show improvement to the desired level.

> PSLO 1: Identified need to revise the rubric for the ABA 527 Box Paper assignment and to assess the PSLO across multiple assignments not just the Box Paper assignment. The rubric was revised to more accurately reflect student performance related to the PSLO. Additional assignments were reviewed as well. Student performance on criteria relevant to this PSLO exceeded expectations this year.

> PSLO 5: Identified the need to improve the instructions provided to students on specific assignments in ABA 524. Specifically, to better explain the requirements for each required component of the assignment. This change

was made. We also identified the need to address a key element of the assignment, goal identification, across all related courses. Student performance on this PSLO improved, exceeding expectations.

Changes to curriculum

We continue to review our curriculum to ensure that the program continues to maintain our Verified Course Sequence (VCS) status. This year, we completed a revision of the ethics content in ABA 521 and ABA 522. These courses are compliant with the VCS requirements.

We noted that the BACB has announced a 6th Edition Task List. We have begun discussions about the impact of those changes on our curriculum. We will be working on any modifications to the curriculum in the upcoming academic year to ensure that we remain aligned with the industry requirements.

We continue to evaluate when in our two-year course sequence pivotal and/or difficult courses should be offered. Changes were made to the offerings. We will review these changes to see if these changes are favorable to students and outcomes.
- Reduced the first-year load from 10 credits to 9 credits per term
- Moved ABA 515 – Basic Behavior Analysis from the first term to the 4th term (summer)
  - Student feedback indicated that the 8-week summer term added to their challenges with this course, we will be moving this to a different term and continue to monitor the impact
- Moved ABA 516 – Human Development and ABA from the 3rd term to the 1st term
- Added a summer section of ABA 599- Thesis

Changes in Staffing

The ABA program has relied on adjunct instructors for much of the instruction in the program. The primary faculty in the program have had reduced teaching loads due to other responsibilities (i.e., Department Chair and Clinic Director). We have recently hired an additional full-time faculty member who will have both teaching (.75) and clinic (.25) responsibilities. This additional position (starting Fall 2022) will provide much needed support for students working in the BIG ABA clinic as well as contributing to advising, recruiting, and curriculum development, and improve our ability to dedicate the time needed to address student needs in a timely manner.

Program Improvements/Successes

BCBA Exam Pass Rate: As in previous years, our program is performing well. At this time, all students who have taken the national certifying exam have passed the exam.

Graduate Employment: Currently 100% of our graduates who have passed the BCBA exam are employed as Behavior Analysts.

Student Support: We provide students who attend our Klamath Falls campus with graduate assistantships to work in the BIG ABA clinic. This gives students the opportunity to work closely with program faculty and accrue required supervision at no additional cost. We also provide professional development opportunities for these students, notably support for attending national and regional conferences.

Student Research Presentations:

Three students presented at the 2022 IdeaFest Student Project Symposium

Kim Bockelman- Project: An evaluation of the utility of the Performance Diagnostic Checklist-Human Services (PDC-HS) as a tool to determine performance issues

Alecia Wright – Project: Teaching appropriate behaviors across relationship types using multiple exemplar training in children diagnosed with ASD

Antonia Duble – Project: Teaching mindfulness activities to young children diagnosed with autism spectrum disorder: An examination of the relationship between mindfulness and disruptive behaviors

Appendix A: BACB 5th Edition Task List

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., count, frequency, rate, percentage).

C-4 Measure temporal dimensions of behavior (e.g., duration, latency, inter-response 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.

E. ETHICS: BEHAVE IN ACCORDANCE WITH THE ETHICS CODE FOR BEHAVIOR ANALYSTS

E-1 Introduction
E-2 Responsibility as a Professional
E-3 Responsibility in Practice
E-4 Responsibility to Clients and Stakeholders
E-5 Responsibility to Supervisees and Trainees
E-6 Responsibility in Public Statements
E-7 Responsibility in Research

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-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-7 Use function-based strategies to improve personnel performance.
I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Appendix B: ABA 546 Assessment II

Assignment Overview

Project 1 Part 1:

Given a learner profile (Choose ONE) students will select a behavior, or response class, of interest and provide instructions for completing an assessment (15 points). Once students have submitted this, they will be given additional information about their learner for Part 2 of this assignment.

Social Skill Profile

Client: The client is a four-year-old with an autism spectrum diagnosis. The parents report that the child has one greeting ("Hi, how are you?") when meeting adults. The client has strong independent play skills and will parallel play with other children but will not initiate social interactions with other peers. The parents are also concerned about the limited amount of eye contact that the client makes. The client tends to look at the floor when talking with other people.

FLS Profile

Client: Bernie is a 22-year-old male with a level 3 autism diagnosis (i.e., severe, requiring "assistance" or support across all domains). He lives at home with his mother and father. He attends an adult day training center, goes horseback riding and receives massages weekly. His parents are in their late sixties and are a bit in denial about Bernie's future. At this time, Bernie requires verbal and gestural prompts to perform all tasks related to self-care and basic activities of daily living (bed making, room cleaning, laundry). He does not prepare any food items. He does engage in very loud stereotypic vocalizations and will engage in aggression (hitting, slapping, kicking, biting) of others when he does not want to do something or go somewhere. He engages in SIB in the form of head/face hitting and hand/wrist biting when demands to go places or do things he does not want to do continue (i.e., when aggression does not "work" for him). He likes bubbles, tickles, country music, back rubs, and *very enthusiastic* praise.

Project 1 Part 2:

Given a completed assessment for a hypothetical client that includes a Socially Savvy assessment and AFLS (Home) grid, students will compare the assessment procedure they described in Part 1 with what was "actually" done, select goals for treatment based on the assessment results, and teaching procedures (not related to this objective- not included in the rubric below). The social skills assessment includes the overview grid and the individual skill scores. For the AFLS (Home) grid, two assessment areas are provided- skills related to dishes and skills related to laundry. The grid and individual scoring steps are included.

Social Skills:

This child will maintain slightly less than 1 second of eye contact with therapists or well-known peer, 1-2 seconds with parents. He will relinquish an item to a peer when asked by adult, has 1-2 times when asked by a well-known peer and the item was not "most preferred." He enjoys playing with puzzles as well as stack and knock down games, enjoys dressing up and playing kitchen. His reinforcers include enthusiastic praise with touch, bubbles, and Disney songs.

Daily Living Skills:

Assume that for all skills with a score above 0, a task analysis was completed, and verbal prompts were required for all steps (unless the grid suggests otherwise); you will need to submit your own TA for the skill you choose. This person follows verbal instructions with 3-5 words; if the instruction is longer, he currently requires a gesture or model prompt to accompany the verbal prompt.

Criterion	No errors/Complete response	1-2 mistakes, no major errors in judgement	3-5 errors, one major flaw in judgement	Incorrect/poor response with limited details/no response

Selects appropriate behavior based on description	2	1.5	1	0
Selects appropriate assessment to use	3	2	2	0
Describes assessment with sufficient detail	10	7-9	3-6	0-2
Compares assessments- identifies missed components from own or deviations from own	10	7-9	3-6	0-2
Identifies two goals- uses SMART format	10	7-9	3-6	0-2

Appendix C: ABA 598 Practicum

Assignment Overview

1. Conduct an **ARTICLE ANALYSIS** for one of the articles listed below. The purpose of this exercise is to ensure that you can a) identify the presence of absence of the building blocks of behavior analysis as a science within literature b) recognize and identify the presence or absence of philosophic assumptions that underlie ABA as a science c) relate components of the article to radical behaviorism and d) identify the presence or absence of the 7 dimensions of ABA within the article.
2. A compete submission includes a fully completed worksheet (no blanks or N/As)- with complete sentences and sometimes multi-sentence responses in each box. Responses are "correct" and relevant to THIS article.

A1. Identify the goals of behavior as a science		
	Found in article?	Describe where you found it, if not, describe where you SHOULD have found it.
Description		
Prediction		
Control		
A2. Explain the philosophical assumptions underlying the science of behavior		
Selectionism		
Determinism		
Empiricism		
Parsimony		
Pragmatism		
A3. Describe and explain behavior from perspective of radical behaviorism.		
All measures are objective? No assumptions based on unobservable processes? Unobservable events treated as covert behavior?		
A5. Describe and define dimensions of ABA		
Applied		
Behavioral		
Analytic		

Generalization		
Conceptually Systematic		
Technological		
Effective		

Appendix D: ABA 598 Practicum

Assignment Overview

Describe a clinical "problem" or issue to be addressed, select an appropriate article published in a peer reviewed journal, discuss how the article related to the clinical problem and summarize a treatment plan for the client based on the literature.

Rubric

Choose a relevant article to review. Relevance includes same exact behavior (and function if you choose a behavior to reduce) of interest.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
For the article you have selected provide a clear connection between the study and your behavior of interest. Be very clear here- this connection should not be vague or related to variables not relevant to your situation. For example, if your behavior of interest is responding to name and your client is 4, a manding article about a 4 year old would NOT be a good selection. Identify the research question that the article proposes to answer.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Describe the participant(s) and setting (information about the participants, their age, their gender, and information relevant to project) with enough information so that a reader could decide to whom the intervention is applicable and in what setting.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Describe the Dependent Variable (or Response Measurement) section including an observable and measurable definition of the behavior that was measured and how the behavior was measured.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Describe how Interobserver Agreement (IOA) was obtained as well as the percentage of sessions that were observed. Include the mean agreement for IOA, how the second observer was trained and collected data.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Identify the design. Discuss whether another design would have also be appropriate or acceptable. Discuss why you think the authors chose the design that they did. What are the strengths of that design? Limitations?	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Describe the results. Pay close attention to the graphs. Discuss how the graph matched the data measurement mentioned in the Dependent Variable (or Response Measurement) section, how the graph matched the design mentioned, whether the graph was correct (e.g., y- and x-axes are labeled, data paths are not connected between conditions). When explaining the graph, orient the reader to the x-axis, then the y- axis, and explain the legend or data on the plane.	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Conclusions? Provide a statement about the conclusions that can be drawn (e.g., based on these findings, it seems differential reinforcement was effective in increasing Joe's math completion). Provide a general statement about IOA (if it was acceptable, and if not, what needs to change in the future). Explain the limitations of the project (e.g., "One limitation in this study was that there was not enough time to collect data on a separate behavior to replicate the effects of the treatment and determine if the intervention was effective"). Explain what the author will do differently in the future (e.g., future researchers should consider collecting data on two behaviors simultaneously and several weeks earlier).	5 pts **Full Marks**	0 pts **No Marks**	5 pts
Describe how this article can be used to inform your clinical decision-making about your client's problem. Are you convinced by the data? Should you implement this procedure with your client? If not, what else would you need to see in this study to convince you?	10 pts **Full Marks**	0 pts **No Marks**	10 pts

Appendix E: ABA 531 Behavior Change

Assignment Overview

Students must write a behavior plan to reduce problem behavior for a client that includes evidence of a functional assessment, preventive strategies, teaching procedures and actions for stakeholders to take when the problem behavior does occur. A risk/benefit analysis for the procedures in the plan must be included.

Rubric

Criterion	No errors/Complete response	1-2 mistakes, no major errors in judgement	3-5 errors, one major flaw in judgement	Incorrect/poor response with limited details/no response
Defines behavior of interest/Rationale for selection	5%	3-4%	1-2%	0%
Appropriate goal selected	5%	3-4%	1-2%	0%
Describes functional assessment procedures- correctly aligns function	20%	15-19%	10-14%	0-10%
Antecedent strategies appropriate given function	20%	15-19%	10-14%	0-10%
Consequence strategies appropriate given function	20%	15-19%	10-14%	0-10%
Reinforcement for replacement behavior	20%	15-19%	10-14%	0-10%
Risk/Benefit Analysis	10%	6-9%	2-5%	0-1%