SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Social Work	Department: Social Work
Degree or Certificate Level: Master of Social Work	College/School: School of Social Work
Date (Month/Year): November 2023	Assessment Contact: Kristi Richter

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements?

Yes, the Council on Social Work Education (CSWE).

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

CSWE assessment is required every other year and must be posted to the SLU MSW website. We assess all nine competencies through the embedded assignments.

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

 The **nine Applied Behavior Analysis competencies** as identified and defined by the MSW's accrediting body Council on Social Work Education.

Competency 1: Demonstrate professional behavior in accordance with the Professional and Ethical compliance in behavioral practice.
Competency 2: Demonstrate competence in working with diverse populations and performing behavior assessments.
Competency 3: Integrate human rights and social, economic, and environmental justice into behavioral practice.
Competency 4: Use behavior analytic interventions based on behavior assessment results and the best available scientific evidence.
Competency 5: Use behavior analytic approaches to advocate for policies that enhance client quality of life through behavioral service delivery.
Competency 6: Demonstrate effective client engagement skills in behavioral practice.
Competency 7: Demonstrate effective client behavior assessment skills in behavioral practice.
Competency 8: Demonstrate effective client behavior intervention skills in behavioral practice.
Competency 9: Use behavioral research and behavioral perspectives to evaluate client, practice, and program outcomes.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Two Artifacts of learning are used to determine if students achieved the stated outcomes:

Artifact 1: SWRK 5823 Applied Behavior Analysis Field Final Evaluation. At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's learning agreement to complete the final Evaluation. Students are assessed on each competency behavior on a Likert scale from 1 to 5, with 5 being the highest. Students must achieve a combined mean score of 3 or higher on the final evaluation to pass the practicum.

Artifact 2: Each of the nine Applied Behavior Analysis competencies is measured by the Comprehensive Exam.

*Please see Appendix I the Field Final Evaluation and Appendix II Comprehensive Exam – Master Measure.

These scores only reflect one teaching modality (on campus in STL) as no students were enrolled in an online program, learning sites, or the Madrid campus.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The practicum evaluation scores are provided by the fieldwork supervisor (Field Instructor) for each student and reviewed. For a student to pass practicum, they must score an average of 3 on a 5-point Likert scale. Each student receives one score for each competency covered in their practicum experience. These scores are then reported to the Field Liaison (SLU Faculty) for review.

Students are given a competency assessment to evaluate their progress on the nine competencies listed above in their final semester. The results are scored by the Field Liaison and seminar course instructor.

*Please see Appendix I the Field Final Evaluation and Appendix II Comprehensive Exam – Master Measure.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Below you will find the specific scores for the two artifacts discussed above. These scores only reflect one teaching modality (on campus) as no students were enrolled in an online program. In summary, 1 of the 3 students assessed achieved a score of 80% or higher. The combined score for all three students is 75%. Competency scores for each of the nine competencies during practicum were evaluated across two semesters of practicum. During the first semester, all three students demonstrated competency on competencies 6 & 7 but did not score at competency for the other competencies. During the second semester, scores improved, which is to be expected. Students demonstrated competency of all competencies with the exception of competency 5, for which only 2 of the 3 students demonstrated competency.

The following are scores from the competency exam:

| | | MSW ABA | |
	Number of Students	Individual Scores	Overall Average
Summer 2022	MSW (n=1)	ME 68%	68%
Fall 2023	N=0	NA	NA
Spring 2023	MSW (n=2)	CR 73% JS 85%	79%

Summary
- Total students scoring 80% or higher on the entire assessment: 1 of 3

The following are the scores from the practicum evaluation:

MSW-ABA Concentration 1st (5822)	# students @ 4 or 5	Total # students	%
Competency 1: Demonstrate professional behavior in accordance with the Professional and Ethical compliance in behavioral practice	2.666667	3	88.9%
Behavior 1	2	3	66.7%
Behavior 2	3	3	100.0%
Behavior 3	3	3	100.0%
Competency 2: Demonstrate competence in working with diverse populations and performing behavior assessments	2	3	66.7%
Behavior 1	3	3	100.0%
Behavior 2	1	3	33.3%
Competency 3: Integrate human rights and social, economic, and environmental justice into behavioral practice		3	0.0%
Behavior 1	3	3	100.0%
Behavior 2	1	3	33.3%
Competency 4: Use behavior analytic interventions based on behavior assessment results and the best available scientific evidence.		3	0.0%
Behavior 1	2	3	66.7%
Behavior 2	2	3	66.7%
Competency 5: Use behavior analytic approaches to advocate for policies that enhance client quality of life through behavioral service delivery.		3	0.0%
Behavior 1	3	3	100.0%
Behavior 2	2	3	66.7%
Competency 6: Demonstrate effective client engagement skills in behavioral practice.		3	0.0%
Behavior 1	3	3	100.0%
Behavior 2	3	3	100.0%
Competency 7: Demonstrate effective client behavior assessment skills in behavioral practice		3	0.0%
Behavior 1	3	3	100.0%
Behavior 2	3	3	100.0%
Competency 8: Demonstrate effective client behavior intervention skills in behavioral practice.		3	0.0%

	# students @ 4 or 5	Total # students	%
Behavior 1	3	3	**100.0%**
Behavior 2	2	3	**66.7%**
Competency 9: Use behavioral research and behavioral perspectives to evaluate client, practice, and program outcomes.		3	**0.0%**
Behavior 1	2	3	**66.7%**

MSW-ABA Concentration 2nd (5823)	# students @ 4 or 5	Total # students	%
Competency 1: Demonstrate professional behavior in accordance with the Professional and Ethical compliance in behavioral practice			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Behavior 3	3	3	100%
Competency 2: Demonstrate competence in working with diverse populations and performing behavior assessments			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Competency 3: Integrate human rights and social, economic, and environmental justice into behavioral practice			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Competency 4: Use behavior analytic interventions based on behavior assessment results and the best available scientific evidence.			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Competency 5: Use behavior analytic approaches to advocate for policies that enhance client quality of life through behavioral service delivery.			#DIV/0!
Behavior 1	2	3	67%
Behavior 2	2	3	67%
Competency 6: Demonstrate effective client engagement skills in behavioral practice.			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Competency 7: Demonstrate effective client behavior assessment skills in behavioral practice			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%

Competency 8: Demonstrate effective client behavior intervention skills in behavioral practice.			#DIV/0!
Behavior 1	3	3	100%
Behavior 2	3	3	100%
Competency 9: Use behavioral research and behavioral perspectives to evaluate client, practice, and program outcomes.			#DIV/0!
Behavior 1	3	3	100%

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

> We increased the number of questions on the competency exam this year to address a problem of previous years in that the exam was so short missing one question could impact one's score substantially. To better reflect true competency, we provided students with additional questions that allowed them to apply their learning to a variety of different problems. We did note some improvement; however, need to re-evaluate the exam to determine if there are specific items that most students are missing and determine the reasons students are not passing the exam.
>
> This year we will update the exam again to correct any issues with the current questions as well as modify course content that specifically addresses the items students are most likely to miss on the exam. We are also addressing our adjunct faculty to ensure they are directly teaching specific concepts that students are missing.
>
> It should be noted that this exam is not tied to any grade and students often take it as a last-minute, almost afterthought to graduation. This may result in students lacking motivation to do well on the exam and instead rushing through it simply to complete it, rather than score well. We are considering alternate ways of presenting the exam in hopes of motivating students to take more time and put forth their best effort when completing the exam. We have found that students who take the national certifying exam after graduation demonstrate much higher pass rates, with over 80% of students passing their first time. The conflict in these data also makes us cautious as to what the scores represent – lack of motivation or lack of competency. The certification exam pass rates suggest that we are teaching material that is relevant to students and that they are mastering the content.

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

> The results were shared and discussed in October/November with the MSW Program Committee and within the individual concentration committee meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan	• Student learning outcomes	• Evaluation tools (e.g., rubrics)
	• Artifacts of student learning	• Data collection methods
	• Evaluation process	• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

As stated above, we are first examining the test to determine if it is a valid measure of competency. We are also evaluating the way in which the exam is given to determine if there is a better way to give the exam that motivates students to do their best.

Outside of the exam, we are reviewing our coursework that is directly tied to competencies to ensure we are directly teaching the material and looping in our adjunct faculty to ensure they are doing the same.

If no changes are being made, please explain why.

N/A

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

   In response to the previous assessment data, we have changed the teaching techniques for the embedded assignment. Specifically, we have instituted a structure whereby students are able to receive ungraded feedback on the assignment before submitting a final version to improve the assignment.

   For Competency 8, the data were incorrectly reported. It was reported that 77.8% of the students met the competency benchmark. Upon checking, 100% met the competency benchmark. We regret the error.

   B. How has the change/have these changes identified in 7A been assessed?

   The Master of Social Work program completes an annual accreditation assessment for the Council on Social Work Education (CSWE) using the previously mentioned Artifact 1 and Artifact 2.

   C. What were the findings of the assessment?

   The assessment data from 2021-2022 Community and Organization concentration indicated two measures that fell below our competency benchmark: Competency 5 and Competency 8. The on-ground program results showed that 75% of the students met the competency benchmark, which is 5% lower than the benchmark.

   D. How do you plan to (continue to) use this information moving forward?

   As the annual accreditation assessment continues, we will evaluate the learning outcomes for Competency 5 along with the learning outcomes for all nine competencies in each concentration. Upon review of the annual evaluation adjustments to increase the probability of improved learning outcomes will be initiated.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Block 14

Instructions for Completing the Final Evaluation: SWRK 5823-2nd MSW-ABA Concentration:
At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing the student's learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. Comments are encouraged.

I have reviewed and approved the Student's Practicum Hours Log
(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log.)

○ Yes
○ No

Field Instructor Last Name

[   ]

Field Instructor First Name

[   ]

Field Instructor Email

[   ]

Agency Name

[   ]

Student Last Name

Student First Name

Semester

Year

Default Question Block

Competency 1

Demonstrate professional behavior in accordance with the Professional and Ethical compliance in behavioral practice.

Behavior 1.1

Demonstrate knowledge and skills specific to population in providing behavioral practice.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency   ◯

2. Inconsistently meets competency   ◯

3. Meets competency at expected level most of the time   ◯

4. Consistently meets competency   ◯

5. Consistently exhibits mastery of competency   ◯

Behavior 1.2

Identify and apply relevant ethical principles in behavioral practice.

Quality of Performance

1. Performance is
generally unacceptable;
rarely meets
competency   ○

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of
the time   ○

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Behavior 1.3

Develop competence in ethical decision making in behavioral practice.

Quality of Performance

1. Performance is
generally unacceptable;
rarely meets
competency   ○

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of
the time   ○

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Comments:

Block 1

<u>Competency 2</u>
Develop competence in working with diverse populations and performing behavior assessments.

Behavior 2.1

Apply knowledge and demonstrate cultural competence with diverse populations to enhance client well-being.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Behavior 2.2

Develop competence in working with diverse populations and performing behavioral assessments and corresponding behavioral service delivery to enhance client well-being.

Quality of Performance

1. Performance is
generally unacceptable;   ○

Quality of Performance

rarely meets
competency

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of   ○
the time

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Comments:

[text box]

Block 2

Competency 3

Integrate human rights and social, economic, and environmental justice into behavioral practice.

Behavior 3.1

Apply behavioral skills to advance human rights and social and economic justice.

Quality of Performance

1. Performance is
generally unacceptable;   ○
rarely meets
competency

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of   ○
the time

Quality of Performance

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Behavior 3.2

Address disparities in clinical, organizational, and community practice levels using behavioral

approaches.

Quality of Performance

1. Performance is
generally unacceptable;
rarely meets   ○
competency

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of   ○
the time

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Comments:

Block 3

Competency 4
**Use behavior analytic interventions based on behavior assessment results and
the best available scientific evidence.**

Behavior 4.1

Use behavioral practice experiences and behavioral theory to inform scientific inquiry and research.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency   ◯

2. Inconsistently meets competency   ◯

3. Meets competency at expected level most of the time   ◯

4. Consistently meets competency   ◯

5. Consistently exhibits mastery of competency   ◯

Behavior 4.2

Critically evaluate and translate behavioral research evidence to inform and improve behavioral practice, policy and service delivery.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency   ◯

2. Inconsistently meets competency   ◯

3. Meets competency at expected level most of the time   ◯

4. Consistently meets competency   ◯

5. Consistently exhibits mastery of competency   ◯

Comments:

[blank text box]

Block 4

Competency 5

Use behavioral analytic approaches to advocate for policies that enhance client quality of life through behavioral service delivery.

Behavior 5.1

Use behavior analytic practice approaches to advocate for social policies that enhance client quality or life through behavioral service delivery.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○
2. Inconsistently meets competency	○
3. Meets competency at expected level most of the time	○
4. Consistently meets competency	○
5. Consistently exhibits mastery of competency	○

Behavior 5.2

Acquire strong knowledge of relevant governmental and agency policies to advocate for clients in securing behavioral resources and other needed services.

Quality of Performance

1. Performance is generally unacceptable; rarely meets competency	○

Quality of Performance

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of
the time   ○

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Comments:

Competency 6

Demonstrate effective client engagement skills in behavioral practice.

Behavior 6.1

Integrate knowledge of behavioral theory and applications of behavioral practices to engage with clients and
constituencies.

Quality of performance

1. Performance is
generally unacceptable;
rarely meets
competency   ○

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of
the time   ○

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Behavior 6.2

Use advanced behavioral treatment strategies to engage diverse clients and constituencies.

Quality of performance

1. Performance is
generally unacceptable;
rarely meets
competency   O

2. Inconsistently meets
competency   O

3. Meets competency at
expected level most of
the time   O

4. Consistently meets
competency   O

5. Consistently exhibits
mastery of competency   O

Comments:

Block 13

Competency 7

Demonstrate effective client behavior assessment skills in behavioral practice.

Behavior 7.1

Synthesizing knowledge obtained from clients and constituencies to conduct behavioral assessment.

Quality of performance

1. Performance is   O
generally unacceptable;

Quality of performance

rarely meets
competency

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of   ○
the time

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Behavior 7.2

Integrate shared decision-making process with clients and constituencies to inform behavioral treatment planning.

Quality of performance

1. Performance is
generally unacceptable;
rarely meets   ○
competency

2. Inconsistently meets
competency   ○

3. Meets competency at
expected level most of   ○
the time

4. Consistently meets
competency   ○

5. Consistently exhibits
mastery of competency   ○

Comments:

[text box]

Competency 8

Demonstrate effective client behavior intervention skills in behavioral practice.

Behavior 8.1

Utilize single-subject design process to implement and incorporate data-driven behavioral interventions with clients and constituencies.

Quality of performance

1. Performance is generally unacceptable; rarely meets competency ○

2. Inconsistently meets competency ○

3. Meets competency at expected level most of the time ○

4. Consistently meets competency ○

5. Consistently exhibits mastery of competency ○

Behavior 8.2

Use behavioral skills in coordinating and collaborating services and behavioral treatments for clients, constituencies, and multiple service systems.

Quality of performance

1. Performance is generally unacceptable; rarely meets competency ○

2. Inconsistently meets competency ○

3. Meets competency at expected level most of the time ○

4. Consistently meets competency ○

5. Consistently exhibits mastery of competency ○

Comments:

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Competency 9

Use behavioral research and behavioral perspectives to evaluate client, practice, and program outcomes.

Behavior 9.1

Critically analyze, monitor, and evaluate behavioral intervention and behavioral services to improve client outcomes.

	Quality of performance
1. Performance is generally unacceptable; rarely meets competency	O
2. Inconsistently meets competency	O
3. Meets competency at expected level most of the time	O
4. Consistently meets competency	O
5. Consistently exhibits mastery of competency	O

Comments:

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Professional Work Behaviors

(Completion Only)

1. Professional responsibility/interest in professional development

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

2. Poise and self-control

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

3. Assertiveness

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

4. Presentation of self aligns with agency standards related to role and assigned duties.

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

5. Plan and arrange work/self-motivated

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

6. Ability to assume responsibility for own learning

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

7. Understands and works within agency structure

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

8. Written and verbal communication

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

9. Use of supervision

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

Comments:

(Required)

Please provide a summary of performance including strength and areas for further growth.

[ ]

Field Instructor recommendation of Final Grade:

(Please mark this Evaluation as Satisfactory or Unsatisfactory)

○ Satisfactory

○ Unsatisfactory

Field Instructor will provide student with a copy of this Evaluation.

○ Yes

Block 15

Student's Score is: ${e://Field/mean}

If the Score is below a 3, please contact the student's Faculty Liaison

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When trying to determine the right thing to do in a given situation, which factors should you consider?

○   Your own personal history in similar circumstances

○   Your professional experience

○   The rules of the local setting

○   Ethical guidelines published by your professional organization

●   All of the above

Joan is a behavior analyst providing services to a child with autism. She has been having a difficult time with the child's family. She is out for coffee one day, when her cell phone rings. It is her mother, who asks how things are going. She tells her mother about her woes with this family, explaining that the intervention she has implemented doesn't seem to be working and that she is having trouble with the parents, who seem to be questioning her skills. Her mother, who is a retired teacher (not a behavior analyst), asks, "Is this the same family that you had trouble with last year?" Joan replies, "No, this is a different family. This is the Jacksons. They are very wealthy and live on the upper side of town. You remember them. You met them at a school board meeting once." Consider Joan's behavior relative to issues of confidentiality. Which of the following statements is true?

○   Joan committed a breach of confidentiality unintentionally, so this breach of confidentiality is not of concern.

●   Joan committed a breach of confidentiality unintentionally, and this is of great concern.

○   Joan committed a breach of confidentiality intentionally, but it is not of great concern because her goal was to serve the greater good and avoid future problems for this child.

○   No breach of confidentiality occurred because Joan did not give out any personally identifiable information.

Two approaches to evaluating ethical dilemmas

○   Analyze actions and analyze critique of actions

○   Analyze actions and opinions of others

○   Analyze actions and analyze professional opinions of actions

◉   Analyze actions and analyze consequences

What is a conflict of interest?

◉   When a behavior analyst, either alone or in tandem with a client, family, friends or associates of the client has a vested interest in the outcome of an interaction for personal benefit.

○   When all members of a team have a similar treatment goal for an individual.

○   When the behavior analyst and speech therapist do not get along well.

○   When parents hire a behavior analyst to consult with their child and to provide recommendations they will share with their child's school

Select the statement that best adheres to the ethical standard of making and substantiating professional claims for behavior analysts?

- ◯   "I know I can cure your daughter"

- ◯   "I am certain I can help your son; I've helped countless like him"

- ⬤   "I will work with you and your family to provide the best services for your child"

- ◯   "With ABA, anything is possible, and I know your son will get better soon. Trust me"

As the behavior analyst who works with sports-based companies using OBM-focused approaches, your supervisee asks if you would supervise them in a home-based setting because they are interested in working with severe challenging behaviors. What do you do?

- ⬤   You cannot supervise the supervisee, as you've never worked with this population and it's outside your scope of practice.

- ◯   You cannot supervise the supervisee, as the field requires students to focus on one specific area to ensure specialization skill development (e.g. OBM or autism, but not both).

- ◯   You cannot supervise the student until you've met the 5-hour training requirement for the challenging behavior specializations within the BACB.

- ◯   As long as you've met the supervision requirements for the BACB, you can supervise the supervisee.

Juan is working with a client who exhibits mouthing behaviors that are determined to be unsafe to the client and their environment. He finds an article from 1987 in the Journal of Applied Behavior Analysis that aligned well with the target behavior and a highly effective punishment procedure. What is a potential ethical concern?

○   Nothing. Given the level of rigor of peer reviews to get published in JABA, these articles maintain effect and social validity across time.

○   Juan cannot consider anything in this article given how outdated it is.

●   Juan should see if there are more articles that have updated procedures or balance the article's information with more current perspectives on treatment.

○   Punishment procedures have been demonstrated ethically unsound, so Juan should return to the literature to consider an alternative treatment option.

Which example does NOT need to be reported to the BACB?

●   A BCBA received a parking ticket for having an expired inspection sticker

○   A BCBA starts a website that sells coffee mugs with the BACB logo on it

○   A BCBA received a moving violation ticket related to a DUI

○   A person is practicing behavior analysis, is not a BCBA, is a licensed professional, but the license is not related to the professional practice of behavior analysis

Ha-yoon, an RBT, was working with a client and was unsure of how to determine if the client was meeting criteria on some of their goals. She was too embarrassed to ask the BCBA so she just guessed on the data based on whether or not she felt the client was doing well. What ethical code was Ha-yoon in violation of?

○   Avoiding false and deceptive statements

○   Conforming with laws and regulations

○   Compliance with supervision standards

●   Accuracy and Use of Data

Emily and Ashley are a married couple who are both behavior analysts who co-own their own ABA-based company serving children with autism. Ashley is an equestrian and wants to integrate therapeutic horse-riding into their service portfolio. Which of the following is correct?

○   Companies that offer ABA services cannot integrate non-behavioral services to avoid misrepresenting services.

●   The horse-riding service can be integrated as an option, so long as there is a clear statement next to the description that clarifies that it is not a behavior-analytic intervention and not covered by her BCBA certification.

○   The horse-riding service can be integrated as an option, however it must be implemented by a person who is not certified or does not practice ABA-based services with the company to avoid mispresenting services.

○   The issue is that the couple runs a company together, and that is a conflict of interest

Clients receiving behavioral services have a right to effective behavioral treatment. What are four of the six identified rights?

◉ Therapeutic environment, treatment provided by competent behavior analyst, programs that teach functional skills, and access to the most effective assessment and treatment procedures available.

◯ Therapeutic environment, semi-ongoing evaluation, agency-first treatment goals, and access to treatment supported by behavior analyst.

◯ Safe environment, treatment provided by competent behavior analyst, programs that identify deficits and weakness of client, and focus on family support therapy.

◯ Non-coercive environment, treatment provided by competent behavior analyst, semi-ongoing evaluation, and supported employment.

Functional behavior assessments (FBA) are useful to help guide development of hypothetical functions of target behaviors in applied settings. Which methods of FBA allow you to confirm hypotheses regarding the function of behavior?

◉ Functional analysis

◯ Descriptive assessment

◯ Indirect assessment

◯ All of the above

Which of the following describes a descriptive functional behavior assessment?

○ An analog analysis in which consequences representing those in the natural routine are systematically arranged.

● Direct observation of behavior made under naturally occurring conditions

○ Structured checklists that caregivers fill out to identify events that correlate with problem behavior

○ Behavior rating scales that caregivers fill out to identify events that correlate with problem behavior.

After you complete a descriptive assessment, you should write hypothesis statements that reflect your interpretation of the data. Which of the following is a hypothesis statement that contains all of the important elements?

○ Gain peer attention: When Valerie is playing alone on the playground, she bear hugs her peers.

○ Gain peer attention: Valerie bear hugs her peers, which is followed by attention in the form of teasing from her peers.

○ When Valerie is playing alone on the playground, she bear hugs her peers, which is followed by attention in the form of teasing from her peers.

● Gain peer attention: When Valerie is playing alone on the playground ,she bear hugs her peers, which is followed by attention in the form of teasing from her peers.

Which of the following would allow you to calculate both conditional and background probabilities?

○   ABC narrative recording

○   Structured ABC checklist

●   10-s interval data monitoring occurrences and non-occurrences of the target behavior

○   Scatterplot

Which of the following is the best example of a single operant paradigm?

●   After correctly completing a math problem, a child is given a variety of preferred edible items (e.g., fruit snacks, cookies).

○   A pigeon is placed in an operant chamber illuminated by white houselight. Key pecks on the red key results in a VI 30-s schedule of reinforcement, while key pecks on the blue key results in a VI 5-s schedule of reinforcement.

○   A gambler is presented with a computer screen depicting two buttons. One says, "Earn $10 now!" and the other says, "Earn $100 in 10 days!" The gambler must press one of the buttons to contact the contingencies associated with that button.

○   None of the above

When working with a client, you decide to run a preference assessment to determine putative reinforcers, which of the following represents a type of preference assessment?

○ Paired Stimulus

○ Single Stimulus

○ MSWO

● All of the above

Scatterplots depict the relationship between behavior and _____

○ Consequent events

○ Antecedent events

● Time

○ Establishing operations

Previous research has noted that the following might make it difficult to develop hypotheses about functional relationships when collecting descriptive analysis data:

● When reinforcement is intermittent

○ When reinforcement is immediate

○ When potential establishing operations are presented during the observation period.

○ When multiple observers are recording data

As you enter a room, you see your friend and colleague, Drhuv, running a preference assessment and this array is on the table:
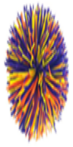
- ○ "Nice MSWO, Drhuv! Food and tangibles have a complementary effect and typically yield better information!"

- ● "Drhuv! What are you thinking?! Food and tangibles out together?!"

- ○ "Drhuv, don't forget to open that Kit Kat so all foods are equally accessible".

- ○ "Did you make sure to include a known non-preferred to ensure validity of the assessment?"

Mr. Peterson has been struggling with Arnold, a boy with severe disabilities who hums and rocks back and forth intermittently throughout the day, has minimal functional language, and has a history of abuse and neglect from his biological parents. Mr. Peterson believes the rocking and other forms of 'stimming' behaviors are concerning and sometimes interfere with learning new skills and would like you to develop a plan for decreasing their occurrences. Adhering to the BACB ethical code of conduct, including human rights and justice practices, select the option that most accurately depicts your next steps after receiving Mr. Paterson's request.

- ◯   Reject the case; it is Arnold's right to 'stim' and therefore violation of client right to consent to treatment

- ◯   Accept the case, and conduct a functional analyses on the behavior, and develop a behavioral reduction plan to reduce stimming.

- ◯   Accept the case and conduct descriptive analyses to determine why Arnold rocks back and forth, to identify punishment intervention plan to reduce stimming.

- ●   Accept the case and work with Mr. Peterson to accept rocking identify functional language for Arnold as replacements to 'stimming' behaviors, while working with Mr. Peterson to accept some of Arnold's repetitive mannerisms and rights towards autonomy.

Five methods to assess social validity include:

- ●   Normative comparison, subjective evaluation, assessing degree of change from baseline, impact on diagnostic criteria, social impact

- ◯   Normative comparison, graphs that have removed baseline for comparison, impact on social functioning, asking caregivers if they enjoyed the services

- ◯   Normative comparison, subjective evaluation, Asking consumers if they enjoyed the services, Asking caregivers if they enjoyed the services, graphs that have removed baseline for comparison, normative comparison

- ◯   All of the above are ways you can evaluate social validity

When data reflects a behavioral pattern or something appears to exist when, in fact, it does not, because of the way measurement was conducted, the data are called a(n):

○   Bias

●   Artifact

○   Drift

○   Variable

Behavior analysts review and appraise the restrictiveness of procedures and always recommend

○   The least restrictive procedures likely to be effective.

●   The least restrictive procedures and avoiding harmful reinforcers that may be harmful to health and development of the client

○   The most restrictive procedures and using reinforcers that require excessive motivating operations to be effective

○   The most restrictive procedures to ensure efficacy

Which of the following is NOT a suggested training method for potential observers?

○ Select observers carefully

○ Train observers to an objective standard of competency

○ Use a systematic approach to training

● Explicit feedback about data collection as it relates to the hypothesis

When obtaining consent from a client, which of the following information needs to be included:

● Potential risks or benefits of the intervention.

○ Reminding the client that once they consent, that services must continue until the end of the contracted date noted.

○ Income status to allow consultants to adjust the cost of treatment.

○ listing penalty fee clearly, should the client consent but choose to end services earlier than contracted.

When working with a client in the home, the consultant should...

○ Require all family members to speak the country's national language so that the client receiving treatment doesn't get confused or experienced slower progress

○ If teaching labels, provide a list the most updated standardized stimuli for basic labels to ensure progress is made in a variety of settings.

● If teaching labels, work with the family to identify stimuli most relevant to the family's environment and where the client will be learning.

○ If the client is a child, remind families that punishment is an evidence-based contingency, happens naturally and has to be allowed to be considered should the need be identified for behavior reduction procedures prior to beginning treatment.

The use of single subject research design...

○ Should not be used as a practitioner, as it's only helpful with research and it takes away from effective treatment.

○ Should not be used as a practitioner, as you may have to delay treatment or remove treatment to show effect and that is unethical.

● Should be used, as it's the only systematic way to know if your intervention is working or if other variables are impacting treatment.

○ Should be used, as it's required to maintain certification, even as a clinician.

A thesis student completing their study is identifying the subjects and the setting. Which of the following is a correct statement:

○ They should isolate a single demographic to control for extraneous variables.

○ They should not isolate demographics, but maintain anonymity of all identifying features to maintain confidentiality

○ They should not identify through questionnaires various identifies such as sex, race, socioeconomic status, religion, etc., rather the best control is just randomized assignment to treatment, etc.

● They should identify through questionnaires various identifies such as sex, race, socioeconomic status, religion, etc., to consider potential biases that may impact their study or consider for future research.

Which of the following is a true statement about punishment?

○ Punishment is an antiquated procedure that research shows is rarely effective, and should be only used as a last resort.

○ Punishment is the only effective behavior-reduction treatment.

● Punishment is an effective treatment and while should be used less frequently than other measures, may ensure the safety and well-being of an individual more effectively than non-punishment-based procedures, when paired with reinforcement.

○ Research shows that individuals never self-select punishment-based procedures and, therefore, punishment should be rarely used.

Look at the graph below from a functional analysis of inappropriate mealtime behavior. What would you conclude is the function of MATTHEW and ELLA'S inappropriate mealtime behaviors?
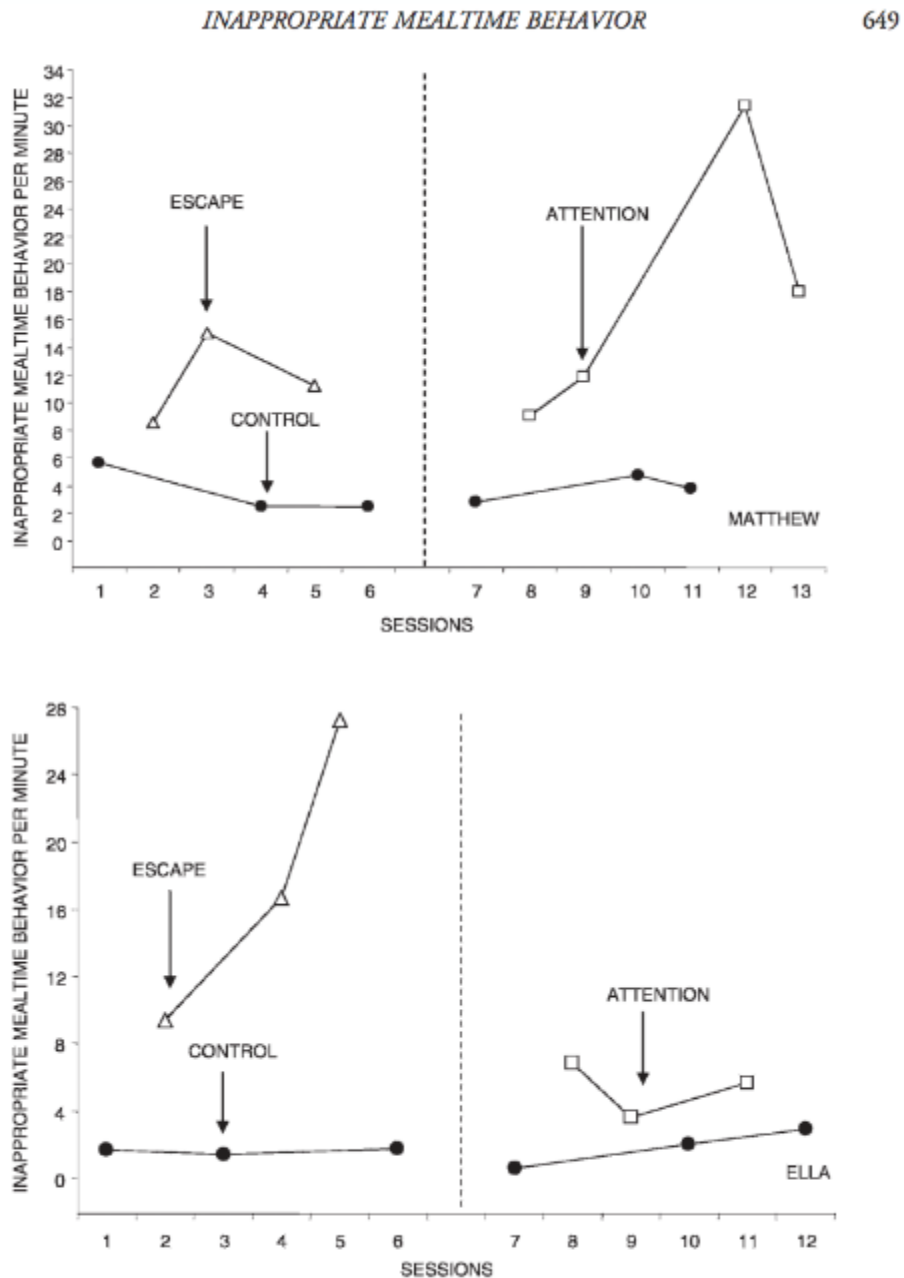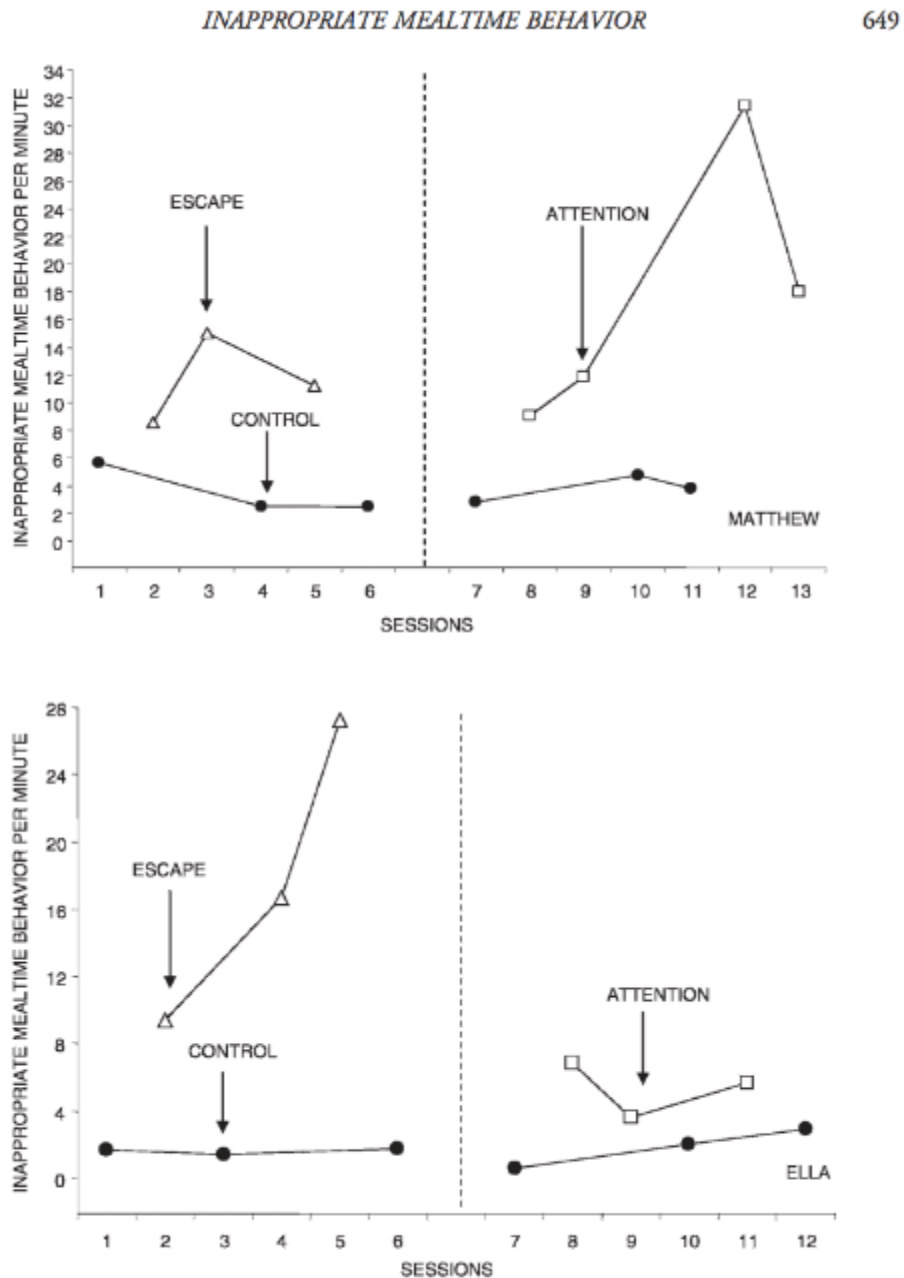

Figure 2. Inappropriate mealtime behavior per minute for Matthew (top) and Ella (bottom) during the functional analysis.

- ○ Escape and control
- ● Access to escape and attention
- ○ Automatic
- ○ Multiple control between escape, attention, and control

Using the figures below, select the most appropriate behavioral intervention strategy that would be logical based on the information presentation and current scientific knowledge

Figure 2. Inappropriate mealtime behavior per minute for Matthew (top) and Ella (bottom) during the functional analysis.

○ Escape extinction plus differential reinforcement for alternative mealtime behaviors for access to social attention

○ escape extinction and attention extinction

● Escape and attention extinction plus differential reinforcement for other mealtime behaviors for access to social attention and escape

○ Non-contingent access to escape alone

---

33   Multi...   1...   ABA Competency 4: Use behavior analytic interventions based on behavior assessment r...

Which of these are important considerations in deciding whether or not an intervention is likely to be successful?

○ Is the client willing to participate?

○ Has the behavior been successfully treated in the research literature?

○ Is public support likely?

● All of the above

Devonia hits her head with a closed fist when her one-on-one teaching assistant leaves her side to interact with another student. Usually, when Devonia does this, her teaching assistant returns to her side, asks her to stop hitting herself, and soothes her. She rarely engages in head hitting when her assistant works directly with her. What is the most likely function of Devonia's problem behavior?

○ Escape

● Attention

○ Automatic Reinforcement

○ Tangible

What are two main indicators that a problem behavior is a respondent behavior that is elicited by a prior stimulus (versus operant behavior being maintained by reinforcing consequences)?

● Behavior consistently occurs in a certain situation or in the presence of a certain stimuli and it is never followed by any clearly identifiable reinforcing consequences.

○ Behavior consistently occurs in a certain situation and is followed by a clearly identifying reinforcing consequence.

○ Behavior consistently occurs in the environment, and the descriptive assessment data yields no singular clear function.

○ Behavior is frequent and severe.

When running a functional analysis to determine behavioral function and guide treatment, sometimes data is undifferentiated. Which of the following graphs reflect undifferentiated data?
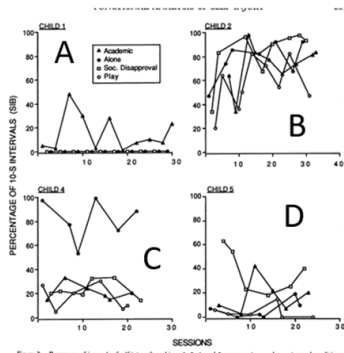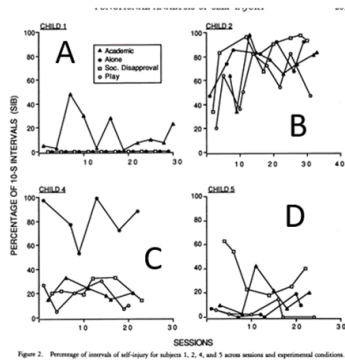

Figure 2. Percentage of intervals of self-injury for subjects 1, 2, 4, and 5 across sessions and experimental conditions.

○ A

● B

○ C

○ B & D

In reference to the undifferentiated data selected in the previous question (see graph below), what has research suggested as a possible function?

- ○ Attention
- ○ Escape
- ○ Tangible
- ● Automatic

When practicing as a behavior analyst and you want to run a functional analysis, which of the below is not a variation of a FA?

- ● Changing criterion analysis
- ○ Trial-based
- ○ Pair-wise
- ○ Latency-based

Juanita is a BCBA and ran an FA to determine behavioral function. Which of the following is true about treatment?

○   Juanita should develop a function-based procedure for the targeted behavior reduction.

● Juanita should develop a function-based procedure for the targeted behavior reduction and a corresponding reinforcement procedure to strengthen an functionally equivalent alternative behavior.

○   Juanita should develop a function-based procedure for the targeted behavior reduction and a corresponding reinforcement procedure to strengthen an alternative behavior.

○   If the behavior is dangerous, Juanita does not need to evaluate for function, as this could take too much time and increase the risk of harm to self or others.

Antoine is a behavior analyst who is targeting a behavior to strengthen. Since Antoine knew the function, why did he need to run a preference assessment?

○   The preference assessment is unnecessary for function-based intervention

● Preference assessments are helpful for determining more detail around putative reinforcers (e.g. a questionnaire that provides several attention-based consequences and having the client rank order them).

○   Preference assessments are less helpful than reinforcement assessments in these instances

○   None of the above are correct

Behavior analytic service is

○ An applied technology that is only used for individuals with autism spectrum conditions

○ An outdated service referred to as behavioral modification

● Services based on the science of behavior designed to change behavior in socially important ways

○ Services for individuals with disabilities who don't have volition or choices

According to the BACB ethical code, when behavior analysts provide behavior-analytic services, they provide

● Appropriate information prior to service delivery about the nature of such services and appropriate information later about results and conclusions

○ Appropriate consultation and advise for treatment

○ Appropriate information prior to service delivery about the costs and terms of service

○ Advocacy services for stakeholders

Behavior analysts have the obligation to advocate for and educate the client about

- ⦿ Scientifically supported, most-effective treatment procedures that have been validated as having both long-term and short-term benefits to clients and society
- ○ Scientifically supported, most-effective treatments that have minimal effects for client or society
- ○ Scientifically supported, most-effective treatments that have been validated with short-term benefits
- ○ Any treatment supported by well-known researchers in the field

Thorough behavioral service delivery would include

- ○ Functional behavioral assessment and corresponding consequence-based procedures only
- ○ Functional behavioral assessment, parent and staff training, and advocacy for additional services
- ⦿ Functional behavioral assessments, corresponding antecedent and consequence-based strategies, parent and staff training
- ○ Functional behavioral assessment, quality of life planning, caregiver training, and advocacy for additional services

Behavior analysts advocate for clients by

○   Providing therapy to stakeholders to help them understand the needs of clients

○   Using punishment schedules to reduce stakeholders from denying or refusing behavioral service

○   Talking to stakeholders one at a time to build alliances

●   Collecting, analyzing, and using data to show stakeholders the need for increased service delivery

If all designs applicable, when advocating for services, which research design demonstrates the strongest control.

○   A graph is a powerful advocacy tool, regardless of how many conditions.

○   AB Design

●   ABAB Reversal

○   Multiple Baseline Design

Sundeep is an MSW BCBA professional contracted to support an inner-city outpatient treatment recovery program. Recently the Board of Directors discontinued the distribution of bus tickets for therapy group attendance, as it was costly and they worried the bus tickets weren't used to come to the center. What's a behavior analytic technique that Sundeep could conduct to show a correlation between bus tickets as well as other potential incentives, advocating for the client's access to their most preferred contingencies to increase likelihood of treatment adherence (e.g. attending group therapy)?

○ Free operant preference assessment

● Rank Order Preference Assessment

○ Single Stimulus Preference Assessment

○ FAST

Tamala is a BCBA and was recently asked to analyze college student responses to different recycling protocols to see which which would result in the strongest adherence to recycling and diminishing landfill. Please identify the best statement below

○ Behavior analysts should not use research designs or practice beyond autism and other developmental disability populations. It's outside the field's scope of practice.

○ Tamala should not accept this project as the outcome does not result in immediate benefit to one's quality of life.

● Tamala should take this project on (assuming it's in her scope of practice), as behavior analysts can provide support to many different populations and improve quality of life through behavior change with both short term and long-term outcomes

○ Tamala should accept this project, but only if she can work with individuals on a 1:1 or small group basis, since she's a behavior analyst.

When working in a high school, could Bernice (a BCBA) advocate for behavior analytic services through measuring treatment integrity?

- ● Yes, research shows a correlation between treatment integrity and treatment outcomes.

- ○ Yes, Treatment integrity is the most important component to a treatment package.

- ○ No. There's no correlation between treatment integrity and treatment outcomes.

- ○ No. Treatment integrity only shows minimal changes in outcomes and depletes resources from other activities (e.g. working directly with clients)

When advocating for behavior analytic services, which of the following is true?

- ○ ABA is an established field with evidence-based treatments and should be the primary therapeutic approach for anyone with special needs.

- ○ ABA is presently too regulated and limits who can provide these necessary, evidence-based services

- ● Whenever implementing treatment protocols, social validity assessments should be conducted to ensure treatment aligns with client preferences and perceived benefits.

- ○ All of the above

Select the best example of how nonsocial negative reinforcement could produce an undesirable client behavior:

◉ Child squints in the presence of the bright clinic lights.

○ Child removes her shoes because staff yell at her until she puts them back on.

○ Child destroys academic tasks to avoid completion

○ Child screams every time the principal enters the classroom

When your client starts engaging in increased rates of challenging behaviors, which assessment(s) should you conduct?

◉ Indirect assessment, direct assessment, preference assessment, and functional analysis

○ Indirect assessment, parental/caregiver interview, reinforcer assessment, and skill assessment.

○ Indirect assessment, direct assessment, functional behavior assessment. reinforcer assessment

○ Indirect assessment, direct assessment, preference assessment, and staff assessment

53   Multipl...   1 ...   ABA Competency 6: Demonstrate effective client engagement skills in behavioral pra...

Juan is a 21-year-old male with a developmental disability and co-occurring depression. Assessments have identified four target behaviors. Which behavior should be the first target for intervention?

○   Flicking his fingers in front of his eyes

●   Suicidality and threats of self-harm

○   Bolting from the residence hall

○   Humming loudly during group activities

54   Multipl...   1 ...   ABA Competency 6: Demonstrate effective client engagement skills in behavioral pra...

Behavior that exposes an individual to new contingencies, reinforcers, and stimulus controls is called:

○   Pivotal behavior

○   Access behavior

●   Behavior cusp

○   Contingent behavior

This type of motivating operation has particular implications for the training of language in individuals with little or no speech:

○ Surrogate CMO

● Transitive CMO

○ Reflexive CMO

○ Substantive CMO

Sherin wants to stop buying junk foods when she goes grocery shopping after work. Shirin has special needs and works with a behavior analyst to help her address issues that are important to her. When assessing the situation with the BCBA, Sherin notes that she often goes shopping on an empty stomach. The BCBA suggests that she eat before she goes shopping. What antecedent has Sherin manipulated (In other words, Sherin is now going to the grocery store no longer hungry, so less likely to buy foods that are bad for her)?

○ Arrange for an establishing operation

● Arrange an abolishing operation

○ Increase the response effort

○ Decrease the response effort

A newly credentialed behavior analyst wants to increase engagement with a client during work time. They begin supervising a team that has been working with a client for almost a year. The behavior analyst asks the team member who the child interacts with the most positively to provide them toys that they usually play with during their sessions so they may use them during their own sessions. If effective, what CMO is being used?

- ● Surrogate CMO
- ○ Transitive CMO
- ○ Reflexive CMO
- ○ Substantive CMO

To increase client engagement with treatment, what is an antecedent manipulation the behavior analyst can integrate?

- ● Manipulating SDs by setting up the work environment with highly preferred toys around the room that cue the client that reinforcement is available upon entering the work space.
- ○ Provide a highly preferred item contingent on entering the work space
- ○ When the child attempts to run away from the room, engage in escape extinction
- ○ Modify the reinforcement schedule to be more dense if the client is experiencing ratio strain

When considering client engagement, the BCBA worries that the work space has been paired so long with an imbalance of demands and aversive experience and now the room and even those associated with the room have developed aversive qualities. Just seeing an implementer when out shopping results in the client crying and trying to run away. The behavior analyst will need to address this, however what CMO is likely being observed here?

○ Surrogate CMO

○ Transitive CMO

● Reflexive CMO

○ Substantive CMO

What is an example of a manipulation of discriminative stimuli to lessen potential resistance to therapy sessions.

○ Scheduling a therapy time before a snack time so the value of food contingencies may change.

○ Making sure the child gets to play in the pool (their favorite!) so that they're satiated and less resistant to spending time away from the pool for a while when they're working.

○ Providing the instruction that it's time to go to work when they're closer to the work room than when they're further away.

● When working with a client who works in a specific room at home, his caretakers remove his highly preferred items from around the house so that they don't signal reinforcement outside of the workspace and lessen his interest in leaving the area.

61   Multipl...   1 ...   ABA Competency 7: Demonstrate effective client behavior assessment skills in behavi...

Common behavioral characteristics associated with _____ include avoidance, aggression, and unpredictable pauses in responding.

- ● Ratio strain
- ○ Post-reinforcement pause
- ○ Scallop effect
- ○ Fixed interval

62   Multipl...   1 ...   ABA Competency 7: Demonstrate effective client behavior assessment skills in behavi...

When the frequency of a time-filling behavior increases (e.g. doodling, smoking, idle talking, etc.) as a side effect of other behavior maintained by a schedule of reinforcement, this is referred to as:

- ○ Ratio strain
- ○ Post-reinforcement pause
- ● Schedule induced behavior
- ○ Schedule thinning

63   Multipl...   1 ...   ABA Competency 7: Demonstrate effective client behavior assessment skills in behavi...

What are the four major methods for obtaining assessment for behavior analysts?

- ● Interviews, checklists, tests, and direct observations
- ○ Interviews, indirect assessments, direct assessments, and advocacy
- ○ Interviews, assessments, treatment, and follow-up
- ○ Interviews, indirect assessments, reinforcement identification, rapport building

Potential target behaviors should not be selected if the primary reason for selection is the

- ● Benefit of others
- ○ Safety of the person
- ○ Safety of family members
- ○ Potential to increase independence

When a problem behavior has been targeted for reduction or elimination, the behavior analyst must always include an ____ in the intervention plan

- ○ Appropriate response
- ○ Performance criterion
- ● Replacement behavior
- ○ Pivotal behavior

Please look at the image below and then select the choice that best describes what this depicts

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior

- ◉ This is a descriptive assessment, and a direct observation
- ◯ This is a descriptive assessment, and an indirect observation
- ◯ This is a scatterplot, and a direct observation
- ◯ This is a scatterplot, and an indirect observation

The behavior analyst is observing a challenging behavior and determines that a functional analysis is warranted. What are the traditional conditions that should be run?

- ◯ Alone, Escape Extinction, Social Attention, Play
- ◉ Alone, Demands, Social Attention, Play
- ◯ Alone, Demands, Social Escape, Play
- ◯ Alone, Demands, Social Attention, Tangibles

When observing behavior during assessment, it's important that the behavior definition is...

○   Always checked for accuracy through IOA measurement

○   topography-based

○   function-based

●   objective, clear, concise

A social worker with a BCBA is asked to observe a class to get an understanding of a student's disruptive behavior. When they come to observe for part of the assessment, the student does not display disruptive behavior. What is this phenomenon called?

○   Reactionary responding

○   Observational artifacts

●   Reactivity

○   Observed reactions

I am observing a student and measuring their behavior using an interval recording method to highlight patterns of behavior over time. This direct measure is a little different than some other measures discussed around behavior assessment, as we don't document antecedents or consequences. What type of measure is this?

○   ABC Chart

◉   Scatterplot

○   FAO Form

○   FAI Form

Joni works in a group home with a group of men with disabilities. She has a good relationship with each of the men, but one of the residents continues to make sexually-inappropriate comments to her. Joni typically replies, "Frank, stop calling me that! You know I don't like it and it's not appropriate," as she turns red in the face. An informal functional behavior assessment indicates this behavior is maintained by Joni's attention. The group home staff decides to implement a DRA intervention. Which of the following would be an appropriate example of DRA in this case?

○   Providing enthusiastic attention whenever Frank says anything appropriate to all staff members, while ignoring him if he makes inappropriate remarks

◉   Providing enthusiastic attention whenever Frank makes an appropriate greeting to Joni (such as "You look nice today, Joni"), while ignoring Frank if he uses inappropriate greetings

○   Providing increased enthusiastic attention to Frank throughout the day

○   Ignoring all of Frank's inappropriate verbalizations

A differential reinforcement of low rates (DRL) is a useful intervention when the practitioner wants to:

○   Diminish a target behavior to zero levels

○   Teach a new response to replace the problem behavior

●   Decrease the overall rate of a problem behavior, but not get rid of it all together

○   Increase the overall rate of a target behavior

A behavior analyst says to her social skills group: "Melissa is working on remembering to follow instructions when I give them. Melissa is going to keep track of whether or not she follows my instructions. If she follows 90% of my instructions today (or better), we will watch movie trailers for the last 10 minutes of group." What type of group contingency is this?

○   Independent

●   Dependent

○   Interdependent

○   None of the above

What are examples of antecedent intervention strategies?

○ Functional communication training, non-contingent reinforcement, and token economies

● Functional communication training, non-continent reinforcement schedules, behavior momentum approaches, and environmental manipulations

○ Functional communication training, non-contingent punishment, and behavioral momentum approaches.

○ Functional communication training, non-contingent punishment, and High-P/Low-P sequences.

Self-monitoring is best defined as:

○ Procedure whereby persons observe their own behavior and record only the occurrence of the target behavior

○ A procedure whereby persons observe the behavior of someone else and systematically record the occurrence or nonoccurrence of the target behavior

● A procedure whereby persons observe their behavior systematically and record the occurrence or nonoccurrence of the target behavior

○ A procedure whereby persons observe their behavior and someone else systematically records the occurrence or nonoccurrence of the target behavior

I want to target a skill for backward chaining. First I decide to look at all of the skills needed and the order that they needed to be completed in. I conducted a(n)...

- ● Task analysis
- ○ Experimental analysis
- ○ Functional analysis
- ○ Graduated Guidance

Amina is in her toy room and it is a mess! Her mom tells her that after she picks up her toy room, she can have access to her favorite toy. This is an example of...

- ○ Respondent conditioning
- ○ Token economy
- ● Premack principle
- ○ Differential reinforcement of lower rates of responding

Juliette is working with her class using a token economy system. She is using Pokémon cards as tokens. After a student gets five cards, they can purchase preferred items at the store. The items for purchase in this token economy system are referred to as...

○   Primary tokens

○   Backup tokens

●   Backup reinforcers

○   Tertiary reinforcers

In a study conducted by Kuvo and Klatt in 1992, they taught adolescents with disabilities to read common words that they would encounter in everyday life (e.g. ENTER, STOP, etc.). During the intervention, researchers showed participants the words and if they did not respond in a pre-determined amount of time (e.g. 2 seconds), they immediately prompted the response. When responding occurred within this time period, the time between Sd and prompt was modified (e.g. changed to 4 seconds). This prompting style is referred to as....

○   Prompt withdrawal

○   Prompt control

○   Prompt shaping

●   Prompt delay

Every time my dog comes inside the house from outside, I provide him with a treat contingent on coming inside the house when presented the instruction "Come". Assuming that this consequence serves as a reinforcer, what reinforcement schedule is...

○ VI

○ VR

○ FI

● FR

According to the Ethical Code of Responsible Conduct, behavior analyst reliance on scientific knowledge by

● Making conceptually systematic decisions based on empirical research and client data

○ Making conceptually systematic decisions without research or client data

○ Making decisions after talking to the client about their problem

○ Making conceptually systematic decisions based on client information

Experiments that demonstrate a clear functional relationship between the independent variable and the observed behavior are said to have a high degree of

- ● Internal validity
- ○ External validity
- ○ Social validity
- ○ Reliability

Which of the following is not a reason that applied behavior analysts favor visual analysis of data over statistical methods?

- ○ Statistical significances results in Type I errors
- ○ Visual analysis is well suited for demonstrating strong effects
- ● Highly variable data may not be statistically significant
- ○ Predetermined criteria of statistical tests offer less flexibility in experimental design

Outcome criteria should be established before intervention commences for all of the following reasons EXCEPT...

- ○ To establish the target/goal performance level
- ○ To know when to terminate intervention
- ● To ensure accurate data collection
- ○ To ensure agreement on outcomes among stakeholders

All of the following are types of the multiple baseline design except...

○ Multiple baseline across behaviors

● Multiple baseline across interventions

○ Multiple baseline across subjects

○ Multiple baseline across settings

If baseline data "improve" without the independent variable, what type of extraneous variable may be responsible?

○ External bias

○ Reactive drift

● Confound

○ A & C

87   Multi...   1 ...   ABA Competency 9: Use behavioral research and behavioral perspectives to evaluate cli...

If a treatment were not introduced, we would expect baseline data to remain the same. When a treatment is introduced and does have an effect on the level of behavior, we call this....

○ Parsimony

○ Philosophic doubt

○ Steady state strategy

● Affirmation of the consequent

88   Multi...   1 ...   ABA Competency 9: Use behavioral research and behavioral perspectives to evaluate cli...

_____ _____ are the effects on a subject's behavior in a given condition that are the result of the subject's experience with a prior condition.
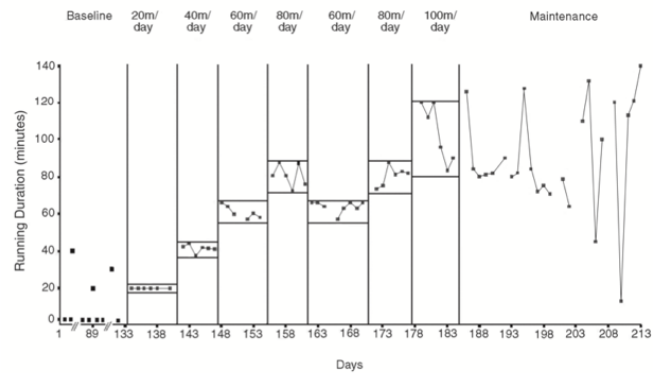
○ Counfounding events

○ Behavior events

○ Sequence events

● Sequence effects

What research design is represented with this graph?
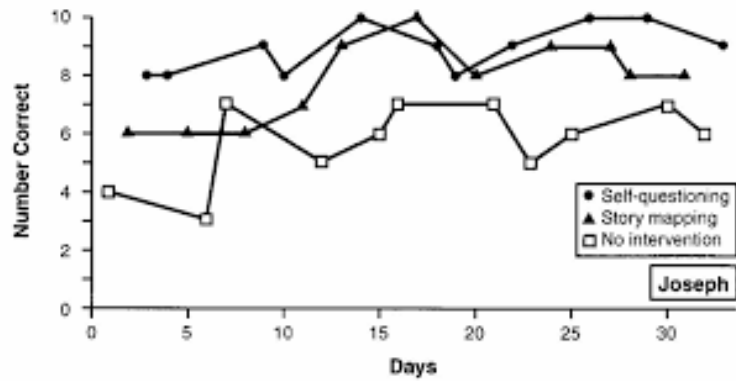
- ⦾ ABAB Reversal Design
- ⦾ Multiple Baseline Design
- ⦾ Changing Criterion Design
- ⦿ Alternating Treatment Design

Please review the graph below. What research design is displayed here?

○ AB Design

○ Multiple Baseline Design

● Changing Criterion Design

○ Alternating Treatment Design