

Student Level 1 Foundations + Definitions

Competency	Definition	Activity	Feedback / Discussion (Date)	Competency Reached (Initials / Date)
A- PHILOSOPHICAL UNDERPINNINGS				
Goals of behavior analysis as a science				
Philosophical assumptions underlying the science Article: Normand (2008)				
Describe and explain behavior from the perspective of radical behaviorism Article: Skinner (1981)				
Distinguish among behaviorism, the experimental analysis of behavior, ABA, and professional practice guided by the science of behavior analysis Article: Schlinger (2004)				
Describe and define the dimensions of ABA Article: Bear, Wolfe & Risley (1968/1987)				
B- CONCEPTS AND PRINCIPLES				
Define and provide examples of behavior, response, and response class				
Define and provide examples of stimulus and stimulus class				

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Define and provide examples of respondent and operant conditioning				
Define and provide examples of schedules of reinforcement				
Define and provide examples of positive/negative reinforcement contingencies Article: Lovaas (1987)				
Define and provide examples of positive/negative punishment contingencies				
Define and provide examples of automatic/socially mediated contingencies				
Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers				
Define and provide examples of operant extinction				
Define and provide examples of stimulus control Article: Sidman (2008)				
Define and provide examples of discrimination, generalization, and maintenance Article: Lalli, Mace, Livezey, & Kates (1998)				

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Define and provide examples of motivating operations Article: Laraway, Snyckerski, Michael, & Poling (2003)				
Define and provide examples of rule-governed and contingency-shaped behavior Article: Tarbox, Zuckerman, Bishop, & Olive (2011)				
Define and provide examples of the verbal operants Article: Lerman, Parten, Addison, Vorndran, Volkert, & Kodak (2005); Murphy & Barnes-Holmes (2009)				
Define and provide examples of derived stimulus relations				
C- MEASUREMENT, DATA DISPLAY, & INTERPRETATION				
Explain how someone would establish operational definitions of behavior				
Define/explain how to measure form and strength of behavior				
Define and explain two fundamental aspects of measurement procedures (validity, reliability, etc)				
D-EXPERIMENTAL DESIGN				

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Define independent and dependent variables				
Distinguish between internal and external validity.				
Identify the defining features of single-subject experimental designs (control, predict, verify, etc)				
Compare single-subject experimental designs to group designs.				
Describe rationales for conducting comparative, component, and parametric analyses.				
E- ETHICS				
Demonstrate knowledge of ethical, responsible, professional and disciplinary guidelines Articles: Shook, Johnston, & Melichamp (2004); Shook, Rosales, & Glenn (2004); Shook & Neisworth (2005); Van Houten, Axelrod, Bailey, Favell, Foxx, Iwata, & Lovaas (1988); Bannerman, Sheldon, Sherman, & Harchik (1990)				
Demonstrate knowledge of HIPAA and confidentiality rules				
Define cultural competence				