

Portfolio Part B: Comprehensive Study Guide Check Point 4

SPCE 610: Behavioral Consultation

BACB 6th Edition Test Content Outline Items to Cover

- Identify and apply empirically validated and culturally responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort) task list (I-5).
- Identify and distinguish between positive and negative punishment contingencies (B-5)

Outline

In this section, provide a comprehensive outline for the BACB Test Content Outline items above. You may only use content from this course. You may use your textbook, assigned articles, lectures, or instructional materials. You may not use content from outside of this course.

Start outline here

Visual Support

Provide 1 visual aid to enhance understanding of a complex topic (e.g., chart, diagram, table, illustration). You must complete this independently, and cannot use content that is available on the Internet.

Insert visual support here

Multiple Choice Questions

Provide 5 multiple choice questions. Each question should have 5 answer choices. Identify the correct answer. Provide a rationale explaining the correct answer choice.

- 1.
- a.
- b.
- c.
- d.
- e.

Correct Answer:

Rationale for correct answer:

- 2.
- a.
- b.
- c.
- d.
- e.

Correct Answer:

Rationale for correct answer:

- 3.
- a.
- b.
- c.
- d.
- e.

Correct Answer:

Rationale for correct answer:

- 4.
- a.
- b.
- c.
- d.
- e.

Correct Answer:

Rationale for Correct Answer:

- 5.
- a.
- b.
- c.
- d.
- e.

Correct Answer:

Rationale for correct answer:

References

In this section, you should provide two references for content that will assist you with mastering the material. The references should be in APA format.

Final Comprehensive Study Guide

At the end of the semester, you will combine the content from all 4 check points into one comprehensive study guide. Please review the rubric for the final submission. While each check point is worth a nominal amount of points, submitting each on time is essential to earning points on the final rubric. Partial credit is not awarded on the final submission.

References

Textbook: Cooper, J., Heron, T., & Heward, W. (2020). *Applied Behavior Analysis* (Third Edition). Pearson.

Articles:

Ackley, M. Subramanian W., Moore, W., Litten S., Lundy, P., & Bishop, K. (2019) A review of language development protocols for individuals with autism. *Journal of Behavioral Education*, 28(3), 362-388.

Alter, G., Conroy, M., Mancil, G., & Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. *Journal of Behavioral Education*. 17(2), 200-219.

Brand, D., Sellers, T., Wilder, D., Carr, J. (2022) The performance diagnostic checklist-human services: Guidance for assessment administration. *Behavior Analysis in Practice*, 15(3), 951-957.

Brewe, A., Mazefsky, C., & White, S. (2020). Therapeutic alliance formation for adolescents and young adults with autism: Relation to treatment outcomes and client characteristics. *Journal of autism and developmental disorders*, 51(5), 1446-1457.

Carr, J. E., Wilder, D. A., Majdalany, L., Mathisen, D., & Strain, L. A. (2013). An assessment-based solution to a human-service employee performance problem: An initial evaluation of the Performance Diagnostic Checklist—Human Services. *Behavior Analysis in Practice*, 6, 16-32.

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of applied behavior analysis*, 29(4), 519-533.

Deochand N., & Costello. M (2022). Building a social justice framework for cultural and linguistic diversity in ABA. *Behavior Analysis in Practice*, 15(3), 893-908.

Dixon, M., Belisle, J., & Stanley, R. (2018). Derived relational responding and intelligence: Assessing the relationship between the PEAK-E pre-assessment and

IQ with individuals with autism and related disabilities. *The Psychological Record*, 68, 419-430.

Fryling, M. J., & Baires, N. A. (2016). The practical importance of the distinction between open and closed-ended indirect assessments. *Behavior Analysis in Practice*, 9, 146-151.

Gatzunis, K., Weiss, M. J., Ala'i-Rosales, S., Fahmie, T. A., & Syed, N. Y. (2023). Using Behavioral Skills Training to Teach Functional Assessment Interviewing, Cultural Responsiveness, and Empathic and Compassionate Care to Students of Applied Behavior Analysis. *Behavior Analysis in Practice*, 1-27.

Gould, E., Dixon, D. R., Najdowski, A. C., Smith, M. N., & Tarbox, J. (2011). A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(3), 990-1002.

Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. *Journal of Organizational Behavior Management*, 41(2), 124-149.

Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *BAP*, 5, 54-72.

Iwata, B., Dorsey, M., Slifer, K., Bauman, K., & Richman, G. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27(2), 197-209.

Leland, W., & Stockwell, A. (2019). A self-assessment tool for cultivating affirming practices with transgender and gender-nonconforming (TGNC) clients, supervisees, students, and colleagues. *Behavior Analysis in Practice*, 12(4), 816-825.

Melanson, J., Fahmie, A. (2023). Functional analysis of problem behavior: A 40 year-review. *Journal of Applied Behavior Analysis*, 56(2), 262-281.

Rohrer, J. L., Marshall, K. B., Suzio, C., & Weiss, M. J. (2021). Soft skills: The case for compassionate approaches or how behavior analysis keeps finding its heart. *Behavior Analysis in Practice*, 1-9.

Saini, V., Ubdegrove, K., Biran, D., & Duncan, R. (2020). A preliminary evaluation of interrater reliability and concurrent validity of open-ended indirect assessment.

Behavior Analysis in Practice, 13(1), 114-125.

Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavior Analysis in Practice*, 9,

309-319.

Taylor, B., & Fisher, J. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior analysis in practice*, 3(2),

52.

Verriden, A. L., & Roscoe, E. M. (2016). A comparison of preference-assessment methods. *Journal of Applied Behavior Analysis*, 49(2), 265-285.

Verriden, A. L., & Roscoe, E. M. (2019). An evaluation of a punisher assessment for decreasing automatically reinforced problem behavior. *Journal of Applied*

Behavior Analysis, 52(1), 205-226.

Weaver, A. D., McKeivitt, B. C., & Farris, A. M. (2017). Using multiple-stimulus without replacement preference assessments to increase student engagement and

performance. *Beyond Behavior*, 26(1), 5-10.