

Project 14: Applications of Philosophical Underpinnings

This project is designed to use research to develop interventions consistent with philosophical underpinnings, including research from journals outside the field of Applied Behavior Analysis.

Pre-Assessment

Items are from the BACB 5th edition task list, but applicable to both BACB 4th and 5th edition task lists.

Mastery: 100% competency in both verbal and practice performance as assessed by supervisor.

| Task list item | Can discuss fluently? | Observed to perform correctly? |
|--|-----------------------|--------------------------------|
| A-1: Identify the goals of behavior analysis as a science | | |
| A-2: Explain the philosophical assumptions underlying the science of behavior analysis | | |
| 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 | | |
| % of task list items performed correctly | | |

Activity Task Analysis and Rubric

Pre-requisite: Mastery of pre-assessment items.

Scoring: Rate supervisee on each step, and have supervisee self-assess prior to meeting. Compare ratings at meeting to check agreement.

Mastery Criteria: Satisfactory rating on 100% of steps. Repeat steps that are rated “Needs Improvement” or “Unsatisfactory” until rated “Satisfactory.”

| Step | | Satisfactory | Needs Improvement | Unsatisfactory |
|------|---|---|---|---|
| 1 | Identify a program or behavioral intervention that needs to be developed or revised for a current client. | Intervention identified is appropriate for development or update for specific client | Intervention identified is appropriate in general, but not necessary for specific client | Intervention identified is not appropriate |
| 2 | Identify previously-used interventions and evaluate the level of success of each intervention. | Accurate, thorough verbal or written assessment of each prior intervention that includes consideration of: <ul style="list-style-type: none"> • Level of success • Practicality • Usefulness • Need for change or discontinuation | Assessment was accurate and thorough across most considerations | Assessment was inaccurate, not thorough, or does not account for any of the considerations |
| 3 | Using what has been determined to be more or less successful as a guide, research the current behavior analytic literature to identify and retrieve 3-5 articles about any new or revised interventions to address the same issues. | <ul style="list-style-type: none"> • At least 3 articles retrieved from current behavior analytic literature • Articles describe new or revised interventions to address original issue • Articles chosen based on what was successful or unsuccessful in the past | Most criteria included | Most criteria not included |
| 4 | Read articles and evaluate each according to philosophical underpinnings using recommended article analysis worksheet (see below) or other tool. | <ul style="list-style-type: none"> • Accurate evaluation of all articles for each philosophical underpinning • Use of appropriate language/terminology in evaluations | <ul style="list-style-type: none"> • Accurate evaluation of most articles for each philosophical underpinning • Use of some appropriate language/terms in evaluations | <ul style="list-style-type: none"> • Inaccurate evaluation of most articles for philosophical underpinnings • Mostly used inappropriate language/terms in evaluations |

SupervisorABA

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| 5 | Draw conclusions about how well each article meets scientific standards and rank articles in order of validity. | <ul style="list-style-type: none"> • Accurate conclusions for all articles • Use of appropriate language/terminology in conclusion | <ul style="list-style-type: none"> • Accurate conclusions for most articles • Some use of appropriate language/terminology in conclusion | <ul style="list-style-type: none"> • Inaccurate conclusions made for the articles • Mostly used inappropriate language/terminology in conclusion |
| 6 | Apply the concepts from the articles to the current situation for the client by writing or revising the needed program or support plan. | <ul style="list-style-type: none"> • Explicit instructions for carrying out all selected interventions • Meaningful rationale for each intervention described based on the conclusions of article reviews | Most criteria included | Most criteria not included |
| 7 | Follow all procedures for implementation of a new or revised program or intervention plan, including obtaining consent. | Followed all procedures | Followed most procedures | Followed few or no procedures |
| 8 | Review data collected from implementation of the program or intervention plan and make any needed changes. | <ul style="list-style-type: none"> • Use an appropriate amount of data • Reviewed data in raw and summarized forms • Described patterns and general statement of outcomes based on data • Timely review (no more than 2 weeks after plan is started) | Most criteria included | No criteria included |
| 9 | Make any needed changes to increase fidelity with philosophical underpinnings. | Completed | Partially completed | Mostly incomplete |

Summary Feedback

| Supervisor to supervisee feedback | Satisfactory | Needs Improvement | Unsatisfactory |
|---|---------------------|--------------------------|-----------------------|
| Supervisee demonstrated understanding of feedback by changing or adjusting behavior and/or by restating feedback | | | |
| Supervisee completed activities in a timely fashion | | | |
| Supervisee asked for help or clarification as needed | | | |
| All work was professionally presented | | | |
| Is the supervisee ready to do this task independently, and if not, what further training/activities need to be conducted? | | | |
| Other comments and next steps: | | | |
| Supervisee to supervisor feedback | Satisfactory | Needs Improvement | Unsatisfactory |
| I was prepared to do this activity by meeting the pre-requisites | | | |
| My supervisor provided clear instructions | | | |
| My supervisor responded to questions in a timely, thorough way | | | |
| My supervisor provided positive and constructive feedback | | | |
| Was this activity useful in your training as a behavior analyst? | | | |
| Other comments and next steps: | | | |

Article Analysis Worksheet

Review the article by answering the guiding questions about each philosophical underpinning. Use a separate worksheet for each article.

Article reference:

| | | |
|---|--------------------------|---------------------------|
| A-1: Identify the goals of behavior analysis as a science | | |
| <u>Philosophical underpinning</u> Guiding questions | Demonstrated in article? | Notes to guide discussion |
| <u>Description</u> Dependent measures clearly identified and measured? IOA? Independent variables clearly described? Procedural fidelity? | | |
| <u>Prediction</u> Stable baseline? | | |
| <u>Control</u> Valid experimental design? Demonstration of experimental control? | | |
| A-2: Explain the philosophical assumptions underlying the science of behavior analysis | | |
| <u>Philosophical underpinning</u> Guiding questions | Demonstrated in article? | Notes to guide discussion |
| <u>Selectionism</u> States or implies that behavior is based on environmental variables? | | |
| <u>Determinism</u> Demonstrates the lawful control of behavior by environmental variables? | | |
| <u>Empiricism</u> Conclusions based on objectively-measured data? | | |
| <u>Parsimony</u> Simplest explanation for behavior? | | |
| <u>Pragmatism</u> Practical, rather than theoretical? Use of inductive reasoning? | | |

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| A-3: Describe and explain behavior from the perspective of radical behaviorism | | |
| <u>Philosophical underpinning</u> Guiding questions | Demonstrated in article? | Notes to guide discussion |
| <u>Radical behaviorism</u> All measures are objective? No assumptions based on unobservable processes? Unobservable events treated as covert behavior? | | |
| A-4: Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis | | |
| <u>Philosophical underpinning</u> Guiding questions | Demonstrated in article? | Notes to guide discussion |
| <u>Behaviorism</u> Theoretical or philosophical, rather than empirical? | | |
| <u>Experimental analysis of behavior</u> Basic laboratory research? | | |
| <u>Applied behavior analysis</u> Research is socially significant to participants? | | |
| <u>Professional practice</u> Description of practice rather than demonstration of effectiveness? | | |
| A-5: Describe and define the dimensions of applied behavior analysis | | |
| <u>Philosophical underpinning</u> Guiding questions | Demonstrated in article? | Notes to guide discussion |
| <u>Applied</u> Research is socially significant to participants? | | |
| <u>Behavioral</u> Measures are objectively defined? IOA? | | |
| <u>Analytic</u> Demonstration of effects of independent variables on dependent variables? | | |

| | | |
|---|--|--|
| <u>Generalization</u> Demonstration of generalization across responses and/or stimuli? | | |
| <u>Conceptually Systematic</u> All variables are consistent with behavioral theories? | | |
| <u>Technological</u> All independent variables are clearly defined and explained? Treatment fidelity measures? | | |
| <u>Effective</u> Demonstration of behavior change? | | |

How well does the article meet scientific standards as per the philosophical underpinnings?

- What did you learn about the article by examining these questions?
- What are the strengths of the article?
- What are weaknesses or areas for improvement?