

BEHV 5613

Culturally Responsive Ethics in Behavioral Practice

Spring 2021 Course Syllabus

Instructor and Teaching Assistant Contact Information

Instructor: Kenda Morrison, Ph.D., BCBA-D

Teaching Assistant: Isabel Cunningham, M.S., BCBA, LBA

Email: behv5613@unt.edu

Office Hours: Office hours are available for tutoring and will be held via Zoom on Wednesdays from 1-2 p.m. You can access the Zoom office hours meeting by clicking on Office Hours in the Prerequisite Module. All Zoom calls (video and/or voice) will be recorded.

Course Assistance: If you have a question that is not answered in the syllabus or activity instructions, please email us anytime. We love hearing from students, and we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5613@unt.edu.

If you would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you determine the correct answer. Students can expect a response before or during the next business day.

Other Assistance: If you experience problems with Canvas, please select “help” in the Global menu or visit the [UNT help desk](#) or [Canvas Technical Support](#). If you believe Canvas is experiencing an outage, please go to the [Canvas Status page](#) to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please contact Mariah Hope at behvDLinfo@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving emails from all “@unt.edu” addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Course Description

The purpose of this course is to provide students with an understanding of the benefits, complexities, and characteristics of ethical conduct within the science and practice of Applied Behavior Analysis. An emphasis is placed on culturally-responsive decision making in the context of a rapidly-diversifying practice context. Lectures and readings will address ethical behavior across multiple areas of behavioral practice. Students will practice applying this information to examples that might be encountered in service settings. The themes of this course are to promote the value of ethical behavior, to provide guidelines for ethical decision making, to promote well-being across care recipients of diverse skills and life experiences, and to prepare students to adhere to the ethical code of a Board Certified Behavior Analyst.

The course addresses the following topics: Foundations in Ethics, Ethics and Behavior Analysis, Systems, Issues and Populations, Research, Diversity and Social Justice, Development and Progress. Within many modules, we have invited guest lecturers to speak on some aspect of the topic. A variety of readings will complement, contrast, extend or emphasize the speaker's presentation, and other content presented in the module. Student activities include viewing lectures, reading articles and chapters, and answering both study, application, and essay questions. Students will integrate and apply information learned into two papers. This course includes cumulative mid-term and final examinations.

Course Structure

This course is fully online; all activities and assessments will be completed in Canvas.

Activities in the course should be completed in the order they are presented within each module. This course has weekly deadlines. To help students do well on the written assignment and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. This means that each activity, with the exception of written assignments, activities due during the last week of class, and the final exam, will be available for one week after the deadline on the calendar. After the one-week grace period ends, the activity will be deactivated, and students will no longer be able to earn any points on these activities. There will be no exceptions. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events.

Course Prerequisites or Other Restrictions

BEHV 5610 ABA Foundations, Concepts, and Principles 1 (may be taken concurrently)

BEHV 5612 Meaningful Assessment in ABA (may be taken concurrently)

BACB Course Hours

Content is based on the 5th edition BACB Task list. This course specifically covers the following academic requirements for the BCBA certification exam: 45 hours of BACB Compliance Code and Disciplinary Systems: Professionalism. For more information on the Verified Course Sequence distribution, see the [VCS Grid](#).

Course Objectives

By the end of this course, students will be able to:

- Identify and select the best answer when completing multiple-choice study guides over readings and lectures relating to ethics within behavioral practice.
- Apply standards regarding the ethical practice of applied behavior analysis by reading a scenario and discriminating the most appropriate course of action.
- Evaluate the ethical behavior of behavior analysts as portrayed in video simulations, then explain what the behavior analysts should have done instead; support answers with the applicable Behavior Analysis Certification Board codes.
- Demonstrate and apply knowledge of the ethical behavior of behavior analysts by choosing the most appropriate answers on a mid-term and final examination.
- Describe an ethical dilemma and potential solutions for a selected area of practice, then support answers with the relevant Behavior Analysis Certification Board codes; elaborate on how this dilemma relates to the student's professional experiences.

Materials

Bailey, J. S. & Burch M. R. (2016). *Ethics for behavior analysts* (3rd ed.). New York: Routledge.

Connors, B. M., & Capell, S. T. (2020). *Multiculturalism and diversity in applied behavior analysis*. New York: Routledge.

Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Harper.

Instructional Allocations

This course is a 3 semester credit hours (sch) graduate course. A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes watching videos and answering questions. Additional effort includes reading and written projects.

Success in an Online Course

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.
- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Collaboration and civility are core values in the practice of behavior analysis.

Resources

At the beginning of the course on Canvas, there is a Resources module. This module contains valuable information for students including the following topics:

- [BAO Registration Information](#)
- [Drop/Withdrawal Process](#)
- [Getting Help](#)
- [Requesting a Transcript](#)
- [Technology Information and Requirements](#)

Please check this module to see if your question is answered there before contacting the instructor or TA.

Weekly Objectives and Activities

Module	Topic	BACB Task List Items	Objectives	Component Assessment Activities	Integration & Application Assessments
1	Establishing Your Underlying Principles and Values	This module lays the foundation for ethics on all task items.	Describe core values and principles that underlie ethical decision making regarding human affairs	Answer Study Guide Questions	Foundations in Ethics
2	Resolving Ethical Dilemmas in Daily Living		Describe how to apply ethical principles and make values-based decisions when facing ethical dilemmas in human affairs	Answer Study Guide Questions	Application Scenarios Core Values Reflection
3	Foundational Perspectives, Principles, and Considerations related to Ethics and the Behavior Analyst	E-1	Describe how ethical perspectives and principles relate to applied behavior analysis and the BACB Professional and Ethical Codes	Answer Study Guide Questions	Ethics and Behavior Analysis
4		E-2, E-3, E-4	Define and provide examples of professional ethical codes specified by the BACB: (a) responsible conduct, (b) responsibility to clients, (c) assessment, (d) behavior change	Answer Study Guide Questions	Application Scenarios Video Essays
5	Maintaining and Expanding Ethical Behaviors in the Workplace	E-5, E-6, E-7	Define and provide examples of BACB professional and ethical codes related to the workplace: (a) Supervisors, (b) Profession of Behavior Analysis (c) Colleagues, (d) Public Statements	Answer Study Guide Questions	Systems Application Scenarios
6	Improving Behavior-Analytic Repertoires	E-8	Describe strategies for improving behavior-analytic repertoires	Answer Study Guide Questions	Video Essays
Mid-Term Exam					
7	Control, Choice and Other Issues Deserving Special Consideration	E 1-6	Describe the ethical importance of control, methods for maximizing choice, and issues deserving special consideration within applied behavior analysis	Answer Study Guide Questions	Issues and Populations Application Scenarios
8	Ethical Behavior in Various Service Settings with Children	E 1-8	Describe common issues encountered in service settings with children	Answer Study Guide Questions	Integrate and apply BACB codes to issues within service settings
9	Ethical Behavior in Various Service Settings with Adults	E 1-8	Describe common issues encountered in service settings with adults.	Answer Study Guide Questions	
10	Conducting Research Ethically	E-9	Describe guidelines for conducting research ethically	Answer Study Guide Questions	Research Application Scenarios
11	Multicultural Diversity and Social Justice	E-1, E-2, E-3, E-4, E-6, E-7	Describe guidelines for being responsive to multicultural diversity and social justice	Answer Study Guide Questions	Diversity and Social Justice
12	Awareness and Support within Specific Cultures	E-1, E-2, E-3, E-4, E-6, E-7	Compare and contrast how to best partner with those from various cultures.	Answer Study Guide Questions	
13	Developing Inclusive Service Delivery Systems and Training	E-1, E-2, E-3, E-4, E-6, E-7	Describe strategies to develop service delivery systems, caregiver training, and staff supervision that supports inclusiveness and responsiveness to all	Answer Study Guide Questions	Application Scenarios
14	Responsibility to the BACB	E-2, E-3, E-4	Describe and provide examples of BACB professional and ethical codes related to the BACB	Answer Study Guide Questions	Development and Progress
15	Practical Suggestions for Ethical Behavior	E 1-10	Describe various problem-solving approaches for difficult and novel ethical dilemmas	Answer Study Guide Questions	Application Scenarios Video Essays
Cumulative Final Examination					

A Note Regarding the Course Content and Format

We have chosen the content and the arrangement of materials and activities for specific reasons related to the current state of the science and practice of behavior analysis, the varying experience of our students, and the wealth of expertise we have access to through our distinguished lecture series.

First and foremost, many ethical dilemmas are complex. Competent interventionists should be aware that even among advanced and knowledgeable professionals, there are differing vantage points and perspectives. Our desire was to create a course that would survey the landscape of information and perspectives.

Second, students taking this on-line class will enter with a wide range of skills and experience and work in diverse settings. We hope to have chosen lectures and readings that have generality across those skills and settings. We also hope that the flexible response format will allow students to respond at their level of functioning and interest.

Finally, we have chosen this format with the understanding that any information covered in this class will be integrated and considered in the context of treatment settings where there is BCBA supervision. We have deliberately chosen not to include discussion threads or interactive exercises for two reasons. First, many ethical dilemmas are complex and in order to decide on the best course of action one must have a great deal of information regarding the specific situation, societal and professional guidelines, moral and legal precedents, as well as the ability and skills to engage in the appropriate responses in various ethical situations. This course cannot teach you all those skills. A mentor in your supervised training may be able to teach you many of them. Second, while discussions help students explore concepts and increase understanding, they also allow opportunities for students to learn misinformation. Without constant monitoring and comprehensive feedback, some discussions may actually lead to unethical responding. This can be especially dangerous for the vulnerable populations typically served by behavior analysts. In applying what you learn in this course to individual cases, supervision or mentoring by a qualified behavior analyst is an ethical requirement. Although constant monitoring and comprehensive feedback are beyond the scope of this course, they are not beyond the scope of mentored experiences.

Course Activities

Study Guides and Practice

Each module contains videos, journal articles, and/or book chapters selected by the course designer. These readings and/or videos have a corresponding Study Guide which consists of multiple-choice questions, which may have multiple correct answers. These activities are designed to be a roadmap through the material, directing the students' attention to key important information in the material. Students may refer to the assigned material when answering Study Guide questions.

Practice activities give students an opportunity to learn through practicing application of a skill or concept learned during that week's activities. Students may refer to the assigned material when answering Practice questions.

Application Assessments

For the Application Assessments, students will watch a videotaped role play scenario and then use what they have learned in the course to write a short essay based on the video. Students may refer to the assigned materials when writing these essays.

Most modules have Application Scenario activities at the end. The questions in these activities are intended to integrate the information presented in that and previous modules. Each question presents a scenario and students are asked to read the scenario carefully and then identify the ethical dilemmas and possible solutions presented by the scenario. Students may refer to the assigned materials when answering Application Scenario questions.

Integration and Reflection Assessments

Students will complete two longer written assignments. Specific instructions for each written assignment will be under the specific activity in the Canvas Module. Be sure to review the assignment materials before beginning on the assigned readings and lectures as this will orient you to expectations and help you attend to relevant information in the course activities.

Examinations

This course includes two examinations, each of which will ask questions over all content previously covered in the course.

Evaluation

Grading

A grade of 'B' or better is required for this class.

You will have immediate feedback on all activities, with the exception of written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks.

Each activity on Canvas indicates the number of points that can be earned within the activity. The Grades link in your Course Menu will provide you with information about your score for each activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0. If the assignment is then completed during the grace period, the grade will be updated to reflect the highest score earned on the activity.

For more information on how to navigate the Grades page on Canvas, please see the [Canvas Student Guide](#).

Grades are based on the percentage of possible points that a student earns:

- A = 90-100%
- B = 80-89.9%
- C = 70-79.9%
- F = below 70%

Coursework will be weighted as follows:

- 25% Study Guides and Preparatory Activities
- 15% Application Essays
- 10% Application Scenarios
- 20% Integration and Reflection Assignment
- 15 % Mid-Term Examination
- 15% Cumulative Final Examination

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available from April 17th through April 29th.

Course Policies

Assignment Policy

The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day. Please use these resources to make a notation of all deadlines in your personal calendar.

Please complete the first module of the course, Preparatory Activities, the first week of the semester. You must complete this module in order to unlock the rest of the modules in the course.

Students must submit the Integration Component Assignments by the following deadlines; there are no grace periods on these assignments, so please notate the due dates in your calendar.

- **January 25 Core Values Reflection Assignment due**
- **March 15 Integration and Reflection Assignment due**

Activities in the last week of the course will be due by **April 22nd at 11:59pm CT. There are no grace periods for these activities.**

The final exam is due April 29th at 11:59pm CT. There is no grace period for the final exam.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

Examinations must be completed on a laptop or desktop computer using a webcam as exams require the use of Respondus Lockdown Browser and Respondus monitor. **Students may not look at other course materials during examinations.**

Late Work

No credit is given for late assignments.

Attendance Policy

This course is fully online; all activities and assessments will be completed in Canvas. No attendance at any specific day or time is required.

Syllabus Change Policy

The instructor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant changes.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Honesty is a core value in the practice of behavior analysis. Progress depends on honesty in data collection, reporting, and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work in this course must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources, is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

The Integration assignments will be submitted through Turnitin on Canvas. Turnitin is a program that will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an "F" in the course. If you plagiarize in more than one course, you will be dropped from the program.

You are responsible for reading and understanding [Academic Integrity Policy](#) and the [UNT Student Academic Integrity Policy](#).

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Sources

Course Designer

Shahla Ala'i, Ph.D., BCBA-D and Kenda Morrison, Ph.D., BCBA-D designed this course. Nicole Bank, M.S., BCBA assisted with study questions. Isabel Cunningham assisted with application scenarios. Our outstanding staff conducts testing and reliability on course activities.

Copyright Information

All activities, lectures, and PowerPoints in the course are copyrighted by UNT and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

References

- Ala'i-Rosales, S. (2017). *Behavior analysis and cultural competence* [Video]. BAO. <http://media.bao.unt.edu/ce/Culture/Culture1/>
- Ala'i-Rosales, S. (2016). *Ethical practice: Nurturing the heart of ABA* [Video]. BAO. <http://media.bao.unt.edu/ce/shahla/index%202/>
- Ala'i-Rosales, S., & Zeug, N. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3(2), 54-55. <https://doi.org/10.1007/BF03391765>
- Ala'i-Rosales, S. (2012). *Ethical issues in the supervision of intensive behavioral interventions for children with autism* [Video]. BAO. <https://media.bao.unt.edu/5250e/Lectures/Rosales/>
- American Psychological Association Committee on Animal Research and Ethics. (2012). *Guidelines for ethical conduct in the care and use of nonhuman animals in research*. APA. <http://www.apa.org/science/leadership/care/guidelines.aspx>
- Bailey, J. S., & Burch M. R. (2016). *Ethics for behavior analysts* (3rd ed.). Routledge, Taylor and Francis.
- Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89. <https://doi.org/10.1901/jaba.1990.23-79>
- Beaulieu, L., Addington, J. & Almeida, D. (2019). Behavior Analysts' Training and Practices Regarding Cultural Diversity: the Case for Culturally Competent Care. *Behavior Analysis in Practice* 12, 557–575. <https://doi.org/10.1007/s40617-018-00313-6>
- Behavior Analyst Certification Board. (2014). *Professional and Ethical Compliance Code for Behavior Analysts*. <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>
- Brodhead, M. T., & Higbee, T. S. (2012). Teaching and maintaining ethical behavior in a professional organization. *Behavior Analysis in Practice*, 5(2), 82-88. <https://doi.org/10.1007/BF03391827>
- Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*, 3(2), 13-18. <https://doi.org/10.1007/BF03391760>
- Cihon, T. M. (2013). *Legal and ethical considerations when working in schools* [Video]. BAO. <https://media.bao.unt.edu/5250e/Lectures/Cihon/>
- Connors, B. M., & Capell, S. T. (2020). *Multiculturalism and diversity in applied behavior analysis*. New York: Routledge.

- Ellis, J., & Glenn, S. S. (1995). Behavior-analytic repertoires: Where will they come from and how can they be maintained? *The Behavior Analyst*, 18, 285-292. <https://doi.org/10.1007/BF03392715>
- Fabrizio, M. (2012). *The role of assent in behavior analytic intervention for children* [Video]. BAO. <https://bao.unt.edu/jpvideo/player.cfm?xid=E-FM>
- Figuro, R. M. (2012). *Ethics, morality, and philosophy for behavior analysis* [Video]. BAO. <http://bao.unt.edu/jpvideo/player.cfm?xid=E-FR>
- Gerhardt, P. (2012). *Sexuality and sexuality instruction with learners with autism spectrum disorder* [Video]. BAO. <https://bao.unt.edu/jpvideo/player.cfm?xid=E-GP>
- Goldfarb, T. D., & Pritchard, M. S. (1999). Ethics in the science classroom: An instructional guide for secondary school science teachers with model lessons for classroom use. *ENC Focus: A Magazine for Classroom Innovators*, 8, 1-218. <http://www.onlineethics.org/File.aspx?id=33732>
- Hastings, R. P., & Noone, S. J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities*, 40, 335-342.
- Hine, K. M. (2012). *Experiencing adults with intellectual disabilities* [Video]. BAO. <https://media.bao.unt.edu/5250A/Lectures/Hine/>
- Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Harper.
- Lattal, D. (2012). *OBM and ethical dilemmas* [Video]. BAO. <https://bao.unt.edu/jpvideo/player.cfm?xid=E-LD>
- LeBlanc, L. A. (2012). *Ethical issues in behavioral gerontology* [Video]. BAO. <https://bao.unt.edu/jpvideo/player.cfm?xid=E-LL>
- Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational & Psychological Consultation*, 19, 26-44. <https://doi.org/10.1080/10474410802462769>
- Mattaini, M. A. (2001). Editorial: The science of behavior and human rights. *Behavior and Social Issues*, 11, 1-3. <https://link.springer.com/content/pdf/10.5210/bsi.v11i1.96.pdf>
- Miller, K. (2017). *Cultural competence in ABA intervention* [Video]. BAO. <http://media.bao.unt.edu/ce/Culture/Culture2/>
- National Association for Professional Gerontologists. (2016). *Code of ethics*. http://www.napgerontologists.org/code_of_ethics.html
- Nuffield Council on Bioethics. (2005). *The ethics of research involving animals: A guide to the report*. <https://www.nuffieldbioethics.org/publications/animal-research>

- Risley T. (1996). Get a life! Positive behavioral intervention for challenging behavior through life arrangement and life coaching. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support. Including people with difficult behavior in the community* (pp. 425-437). Brookes.
- Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst? *Behavior Analysis in Practice*, 12, 473-482. <https://doi.org/10.1007/s40617-018-00287-5>
- Sellers, T. P., Ala'i-Rosales, S., MacDonald, R. P. F. (2016). Taking full responsibility: The ethics of supervision in behavior analytic practice. *Behavior Analysis in Practice*, 9, 299-308. <https://doi.org/10.1007/s40617-016-0144-x>
- Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review*, 29, 344-353.
- Singer, G. H. S., Gert, B., & Koegel, R. L. (1999). A moral framework for analyzing the controversy over aversive behavioral interventions for people with severe mental retardation. *Journal of Positive Behavior Interventions*, 1, 88-100. <https://doi.org/10.1177/109830079900100203>
- Skinner, B. F. (1974). The question of control. In *About Behaviorism*, (pp. 208-227). Penguin Books.
- Skinner, B. F. (1996). The ethics of helping people. In M. A. Mattaini and B. A. Thayer (Eds.), *Finding solutions to social problems: Behavioral strategies for change* (pp. 61-72). Washington DC; American Psychological Association. (Reprinted from *Criminal Law Bulletin*, 11, pp. 623-636, 1975). <http://doi.org/10.1037/10217-003>
- Taylor, B. A., & Fisher, J. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3(2), 52-53. <https://doi.org/10.1007/BF03391765>
- Van Houten, R., Axelrod, S., Bailey, J. S., Foxx, R. M., Iwata, B. A., & Lovaas, O. I. (1988) The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21, 381-384. <https://doi.org/10.1901/jaba.1988.21-381>
- Vets, T. L., & Green, G. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3(2), 56-57. <https://doi.org/10.1007/BF03391767>
- Weiss, M. J., & Zane, T. (2010). Three important things to consider when starting intervention for a child diagnosed with autism. *Behavior Analysis in Practice*, 3(2), 58-60. <https://doi.org/10.1007/BF03391768>
- Weiss, Mary Jane (2012). *Applying the guidelines: Reviewing real-world ethical challenges* [Video]. BAO. <https://bao.unt.edu/jpvideo/player.cfm?xid=E-WMJ>