BEHV 5613: Culturally Responsive Ethics in Behavioral Practice
Fall 2019 Course Syllabus

Instructor Information
Kenda Morrison, Ph.D., BCBA-D is the course moderator and instructor. To learn more about your instructor, please see the Home page in your course.

Course Prerequisites
BEHV 5610 ABA Foundations, Concepts, and Principles 1 (may be taken concurrently)
BEHV 5612 Meaningful Assessment in ABA (may be taken concurrently)

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: 1) Introduction to Ethical Principles and Perspectives 2) Foundational Perspectives, Principles, and Considerations in the Field of Behavior Analysis 3) Maintaining and Expanding Ethical Behaviors in the Workplace, 4) Service Settings and Issues Deserving Special Consideration, and 5) Conducting Research Ethically. Within most 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 an integration paper addressing a chosen population and service setting. This course includes a mid-term and cumulative final examination.

Course-Level Objectives
- 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 your answer with the relevant Behavior Analysis Certification Board codes; elaborate on how this dilemma relates to your professional experiences.

Ethics Course Objectives and Learning Competencies

Week	Topic	BACB Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Historical and Contemporary Perspectives	This module lays the foundation for ethics on all task items.	Describe historical and contemporary perspectives of ethics and morality in human affairs, as well as communicating with integrity	Answer Study Guide Questions	**Module 1: Foundations in Ethics**
2					
3	Ethical Applications to Relationships with Others		Describe how to apply ethical principles at work, with family and friends, and as a global citizen	Answer Study Guide Questions	Application Scenarios
4	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	**Module 2: Ethics and Behavior Analysis**
5	Foundational Perspectives, Principles, and Considerations related to Ethics and the Behavior Analyst	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
6	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	**Module 3: Systems**
7	Improving Behavior-Analytic Repertoires	E-8	Describe strategies for improving behavior-analytic repertoires	Answer Study Guide Questions	Application Scenarios Video Essays
			Mid-Term Exam		
8	Ethical Issues regarding Control and Choice;	E 1-6	Describe the ethical importance of choice and methods for maximizing opportunities for choice	Answer Study Guide Questions	**Module 4: Issues and Populations**
9	Issues Deserving Special Consideration	E 1-6	Describe issues and behaviors deserving special consideration within applied behavior analysis	Answer Study Guide Questions	Integrate and apply BACB codes to ethical issues within service settings with adults or children
10	Ethical Behavior in Various Service Settings with Children	E 1-8	Describe common issues encountered in service settings with children	Answer Study Guide Questions	
11	Ethical Behavior in Various Service Settings with Adults	E 1-8	Describe common issues encountered in service settings with adults.	Answer Study Guide Questions	
12	Conducting Research Ethically	E-9	Describe guidelines for conducting research ethically	Answer Study Guide Questions	**Module 5: Development and Progress**
13	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	
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	Application Scenarios Video Essays
15	Practical Suggestions for Ethical Behavior	E 1-10	Describe various problem-solving approaches for difficult and novel ethical dilemmas	Answer Study Guide Questions	
			Cumulative Final Examination		

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 VCS Grid.

Instructional Allocations

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 lectures and answering questions. Additional effort includes reading and a written project.

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.

Required Textbooks

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

Manning, R. & Stroud, S. R. (2007). *A Practical guide to ethics: Living and leading with integrity*. Boulder, CO: Westview Press.

Skinner, B. F. (1974). The question of control. In *About Behaviorism* (pp. 208-227). London: Penguin Books.

Course Activities

Readings, Lectures and Study Guides

The modules contain lectures, journal articles, and/or book chapters selected by the course designer. All readings are listed at the end of this syllabus and can be found in the Course Menu. Each lecture and reading has a corresponding set of study guide questions containing multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings and videos when answering the questions.*

Study Guide questions may have **multiple correct answers.** For each item, Canvas assigns points by dividing a point by the number of correct answers and then assigning partial credit for each correct answer chosen and subtracting partial credit for each incorrect answer. For instance, if a question has five possible answers, but only three are correct, each correct answer chosen is worth .33 points. If a student selects an incorrect answer, .33 points are deducted from the total earned. Using this example, if a student chooses two of the three correct answers and one of the incorrect answers, a total of .33 points would be awarded for this item. This reflects .66 points earned for selecting two of the three correct answers and -.33 for selecting one of the incorrect answers. Canvas will record the highest score of your three attempts.

Application Assessments

Throughout the course, there are several opportunities to answer an essay question based on a videotaped roleplay scenario. Students will watch the video and then use what they have learned in the course to write a short essay. *You can refer to the assigned readings and videos when answering the questions.*

At the end of some modules, you will answer Application Scenario questions intended to integrate the information presented in that and previous modules. Each question is comprised of a paragraph-long description of a situation. You are to carefully read the question and then identify the ethical dilemmas and possible solutions presented by the scenario. *You can refer to the assigned readings and videos when answering the questions.*

Integration and Reflection Assessment

After learning about different populations and service settings, you will provide an overview of ethical issues in an area of practice, discuss ethical challenges in that area of practice, suggest solutions to one detailed ethical challenge, and reflect on this challenge and the course. Directions, a rubric, checklist, and template are provided for this essay. Review the Integration and Reflection assignment materials BEFORE you start the assigned readings and lectures. This will orient you to the expectations for this assignment and help you attend to the information in the lectures and readings.

Using the activity instructions, you will upload your integration assignment to Turnitin within the corresponding Canvas activity for evaluation and credit. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, supporting citations and references for responses, and the clarity of the answer. Students must work independently and use their own thoughts and words.

Please note that the Integration and Reflection assignment does not have a grace period. This assignment will not be accepted after the specified deadline, so please notate the due date in your calendar:
November 11 Integration and Reflection

Cumulative Examinations

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

Assistance

If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5613@unt.edu . Include the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen or visit the [UNT helpdesk](#) or the [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 email 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 Etiquette
Collaboration and civility are core values in the practice of behavior analysis.

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. For general "netiquette" rules, you can refer to sources such as this: [Core Rules of Netiquette](#)
- 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.

Academic Integrity
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 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.

TurnItIn 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 plagiarized in more than one course, you will be dropped from the program.

*****You are responsible for reading and understanding [Academic Integrity Policy](#) (also found in the Preparatory Module of the course) and the [UNT Student Academic Integrity Policy](#)*****

Student Feedback
Feedback will be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

Course Calendar and Timelines

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 – which includes the Student Attestation and the Syllabus quiz – during the first week of the semester.** You must complete this module in order to unlock the rest of the modules in the course.
- **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, **with the exceptions noted below**. This means that each activity, except for the exceptions below, 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 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.
- Students must submit the **Integration and Reflection Assignment** by the deadline on *November 11, 2019*; **there is no grace period for this assignment.**
- *Students must complete the entire course, with the exception of the final exam, by the course deadline, December 5, 2019. There is no grace period for activities due the last week of class.*
- **The Cumulative Final Exam will remain open until December 12, 2019. This will be the only activity available after December 5, 2019. There is no grace period for the final exam.**
- **No incompletes will be given.**

Tutoring

If you have questions about the course materials, please email us anytime. We love hearing from students, and we are here to help! If 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 to determine the correct answers.

Course Grades

The grading system and feedback are designed to set you up for success if you complete the activities in order and as instructed. A grade of "B" or better is required in this course.

- *No credit is given for late assignments.*
- You will have *immediate* feedback on all on-line 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 indicates the number of points that can be earned within the activity.
- Coursework will be weighted as follows
  - 35%   Study Guides and Preparatory Activities
  - 15%   Essays
  - 10%   Application Scenarios
  - 15%   Integration and Reflection Assignment
  - 10%   Mid-Term Examination
  - 15%   Cumulative Final Examination
- The Grades link on the left side of your Course Menu will provide you with information about your score for each activity and your grade in the class. Select "Calculate based only on graded assignments" if you would like to see how well you have performed on assignments which have been completed and graded. Or, deselect this option to see your current overall grade in the class.
- We recommend using the first option (selecting "Calculate based only on graded assignments") for the majority of the course as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, **we recommend that you deselect that option and look at your**

overall grade in the course as this will help you to determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.

- Grades are based on the percentage of possible points that a student earns:
  - **A = 90-100%**
  - **B = 80-80.9%**
  - C = 70-70.9%
  - F = below 70%

Course Credit

Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. A grade of "B" or better is required before proceeding to the next course and to fulfill the requirements of the Graduate School and BEHV Continuing Education requirements.

Course Design

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

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All activities in the course are copyrighted by UNT Behavior Analysis Online 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.

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, *ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters with students during an arranged appointment time to protect the privacy of the student. For additional information see the Office of Disability Accommodation website. You may also contact them by phone at 940.565.4323.

Accessibility

The University of North Texas and Behavior Analysis Online are committed to providing accessible content. Please see the following links to learn more about accessibility for the technology used in this course:
Canvas
StudyMate
Respondus
TurnItIn
Adobe

Privacy

The University of North Texas and Behavior Analysis Online are committed to protecting your privacy. Please see the following links to learn more about privacy for the technology used in this course:
Canvas
StudyMate
Respondus
TurnItIn
Adobe
YouTube

Important Notice for F-1 Students Enrolled in a UNT Degree Program

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to Electronic Code of Federal Regulations. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

1/15/04 Rev. 7/22/2016

Course Textbook and Instructional Content

Ala'i-Rosales, S. (2017). *Behavior analysis and cultural competence* [Video file]. Available from
http://media.bao.unt.edu/ce/Culture/Culture1/

Ala'i-Rosales, S. (2016). *Ethical practice: Nurturing the heart of ABA* [Video file]. Available from
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 file]*.* Available from 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* [Video]. Retrieved from
http://www.apa.org/science/leadership/care/guidelines.aspx

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

Behavior Analyst Certification Board. (2014). *Professional and Ethical Compliance Code for Behavior Analysts.* Retrieved
from 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 file]*.* Available from
https://media.bao.unt.edu/5250e/Lectures/Cihon/

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 file]*.* Available from
https://bao.unt.edu/jpvideo/player.cfm?xid=E-FM

Fawcett, S. B. (1991). Some values guiding community research and action. *Journal of Applied Behavior Analysis, 24,* 621-
636. https://doi.org/10.1901/jaba.1991.24-621

Figuero, R. M. (2012). *Ethics, morality, and philosophy for behavior analysis* [Video file]*.* Available from
http://bao.unt.edu/jpvideo/player.cfm?xid=E-FR

Gerhardt, P. (2012). *Sexuality and sexuality instruction with learners with autism spectrum disorder* [Video file]*.* Available
from 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. Retrieved from 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. Retrieved from https://www.jstor.org/journal/eductraidevedisa

Hine, K. M. (2012). *Experiencing adults with intellectual disabilities* [Video file]. Available from https://media.bao.unt.edu/5250A/Lectures/Hine/

Lattal, D. (2012). *OBM and ethical dilemmas* [Video file]. Available from https://bao.unt.edu/jpvideo/player.cfm?xid=E-LD

LeBlanc, L. A. (2012). *Ethical issues in behavioral gerontology* [Video file]. Available from 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

Manning, R., & Stroud, S. R. (2007). *A practical guide to ethics: Living and leading with integrity*. Boulder, CO: Westview Press.

Mattaini, M. A. (2001). Editorial: The science of behavior and human rights. *Behavior and Social Issues, 11,* 1-3. Retrieved from http://firstmonday.org/ojs/index.php/bsi/index

Miller, K. (2017). *Cultural competence in ABA intervention* [Video file]. Available from http://media.bao.unt.edu/ce/Culture/Culture2/

National Association for Professional Gerontologists. (2016). *Code of ethics.* Retrieved from http://www.napgerontologists.org/code_of_ethics.html

Nuffield Council on Bioethics. (2005). *The ethics of research involving animals*. London, England: Latimer Trend & Company.

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). Baltimore, MD; Brookes.

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. Retrieved from https://naspjournals.org/loi/spsr

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). London, England: 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

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