

FUNCTIONAL ANALYSIS AND TREATMENT OF PROBLEM BEHAVIOR

BEHV 4010, Spring 2023

Credit Hours: 4

Place: Matthews 112

Tuesday & Thursday: 11:00 a.m. – 12:20 p.m.

Instructors: Elizabeth Houck, M.Ed., BCBA, LBA (TX)

Office: Chilton 360

Office Hours: Thursday 12:30-1:30 p.m.; By Appointment

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FACE COVERINGS

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions. I will communicate any changes.

COURSE DESCRIPTION

This course will introduce students to function-based treatment approaches for problem behavior. The topics include anecdotal assessment, descriptive assessment, experimental analysis, and various courses of treatment derived from functional assessment, with emphasis on the importance of consistency between procedures and the functional properties of problem behavior.

ESSENTIAL LEARNING OUTCOMES

1. Describe operant mechanisms involved in producing and maintaining problem behavior
2. Describe ways to assess the functional properties of problem behavior
3. Describe treatments for behavior maintained by social positive reinforcement
4. Describe treatments for behavior maintained by social negative reinforcement
5. Describe treatments for behavior maintained by nonsocial mechanisms
6. Describe issues related to the functional analysis approach and the use of default treatments such as punishment

READINGS

All readings will be available on Canvas.

ATTENDANCE/MAKE-UP POLICY

Attendance is important for obtaining information from lectures, taking quizzes, and completing activities during class. Students with religious obligations, severe medical illnesses, or family problems need to contact me IN ADVANCE to discuss the situation. To contact me with such issues, send me an e-mail or talk to me in person rather than leaving a message on my office phone. Out of fairness, I can only make special arrangements and give Incompletes when students contact me beforehand. I recommend that you send me an e-mail and provide me documentation whenever you need to miss class due to legitimate reasons.

CLASSROOM BEHAVIOR

I expect you to attend class fully prepared with appropriate materials and electronic devices silenced. When we meet in person, you can use laptops, tablets, smartphones, and other devices to take notes and view reading guides and readings related to the class, but not for other purposes.

CLASS PARTICIPATION

In-class activities will be conducted during many class meetings. They will be very helpful in learning the material and applying the material while completing your practical experience.

CLASS ATTENDANCE AND COVID

Summary: If you're sick or have had contact with someone who is sick, please do not come to class. Just let me know - it won't affect your grade and we'll make a plan that works for you.

Official UNT Statement: Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the teaching assistant prior to being absent, so you, the professor, and the teaching assistant can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and teaching assistant if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

READING GUIDES

A reading guide will be posted on Canvas prior to each class with readings. The guide will consist of content questions, evaluation questions, and application questions. Your answers should be three to five sentences in length and IN YOUR OWN WORDS. If you directly quote something, you need to provide proper attribution, using APA 7th edition standards. Prior to the beginning of class, please submit, on Canvas, a Word document with your answers to the

questions on the reading guide. You will also want to have a copy of the reading guide with you in class. You can miss ONE reading guide (or drop your LOWEST score) without affecting your grade.

QUIZZES

After about every other class with a reading and reading guide (typically Thursdays), there will be a quiz, comprised of a subset of questions from the reading guide. These quizzes will be either on paper or online. For paper quizzes, they will be due at the end of class. For online quizzes, they will be due the next day after they are available (typically Fridays).

EXAMS

There will be four exams throughout the semester. The content of the exams will be primarily from the portion of the course we just covered; however, because the material builds upon itself, there will be some questions relevant to material covered earlier in the course.

ASSESSMENT PROJECT

As part of the course, you will have the opportunity to design and carry-out a functional assessment of a behavior you experience in your everyday life. This will include identifying a target behavior, developing an operational definition, developing an observation system, and conducting a functional assessment. I will provide more details throughout the semester.

GRADING

Item	Each	Number	Total		Grade	Points
Reading Guides	10	19	190		A	>810
Quizzes	10	10	100		B	720-809
Exams	200	4	400		C	630-719
Assessment & Treatment Project	210	1	210		D	540-629
					F	<540

EXTRA CREDIT

Students can earn up to ten extra credits points. Students may earn credit by any of the following means, in any combination:

1. The student may volunteer to serve as a research participant in an approved study being conducted by University of North Texas Department of Behavior Analysis faculty or students. The Institutional Review Board of the University of North

Texas will have approved all studies offered through the Sona System. Each 30 min of participation will earn you 1 research credit, which is worth 10 points of extra credit in this course.

2. Completing brief reviews of FA and treatment-related research. Each brief review (maximum of .5 page) will earn you 10 points of extra credit.

Note about Credits for Research Participation:

Credits for research participation are determined by the time and effort students are asked to expend, not on the particular outcome of their participation in a study. The researcher will determine the total number of credits for a study, in advance, and post the credit number on Sona for the student's information. Only credits for which the student registers online may be used for research participation credit. Credit will be assigned according to the following guidelines:

1. At least one (1) research credit will be earned for each half (½) hour of participation at a single session.
2. If more than one session is required, the student will earn at least one (1) research credit for each additional session, based on the total duration of the session.
3. One (1) additional research credit can also be earned for special circumstances for any research project.
 1. Special circumstances include multisession participation, recruitment of a cohort, activities performed outside of a formal research session, etc.

I reserve the right to change the schedule as necessary. All changes will be announced.

Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a desktop, laptop, or tablet computer with a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Class Recordings

Synchronous (live) sessions in this course may be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

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.

ADA Accommodation Statement

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/>).

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 Canvas for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students

Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

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>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available from November 16th to December 3rd, to provide students with an opportunity to evaluate how this course is taught. Students will receive an e-mail from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT e-mail inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation e-mail that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or e-mail spot@unt.edu.

Week	Day	Date	BACB Task List Items	Topic	Reading	Reading Guide (Due before class)	Quiz/Exam
1	Tuesday	1/17/2023	N/A	Course Intro	Syllabus	None	Class Activity - Background paperwork for lab component
	Thursday	1/19/2023	F-6 ;B-4; B-7	Scientific Study of Human Behavior	Skinner, B.F. Science and Human Behavior: Chapter 2	Reading Guide 1	Finalize lab schedule
2	Tuesday	1/24/2023	F-6 ;B-4; B-7	Scientific Study of Human Behavior	Skinner, B.F. Science and Human Behavior: Chapter 3	Reading Guide 2	Quiz 1
	Thursday	1/26/2023	F-2; F-3	Selecting a Target Behavior	None		Class Activity
3	Tuesday	1/31/2023	F-6 ;	Functions of Behavior	See Video on Canvas	Reading (Video) Guide 3	
	Thursday	2/2/2023	F-1; F-7; F-9	Descriptive Assessment	Thompson, R.H., & Iwata, B.A. (2007). A Comparison of Outcomes from Descriptive and Functional Analyses of Problem Behavior. <i>Journal of Applied Behavior Analysis</i> , 40, 333-338	Reading Guide 4	Quiz 2
4	Tuesday	2/7/2023	F-1; F-4; F-9	Indirect/Anecdotal Assessment	Smith, C.M., Smith, R.G., Dracobly, J.D., & Pace, A.P. (2012). Multiple-respondent anecdotal assessments: An analysis of interrater agreement and correspondence with analogue assessment outcomes. <i>Journal of Applied Behavior Analysis</i> , 45, 779-795	Reading Guide 5	
	Thursday	2/9/2023	F-1; F-4; F-9	Indirect/Anecdotal Assessment	Dracobly, J.D., Dozier, C.L., Briggs, A.M., & Juanico, J.F. (2018). Reliability and validity of indirect assessment outcomes: Experts versus caregivers. <i>Learning and motivation</i> , 62, 77-90	Reading Guide 6	Quiz 3
	Tuesday	2/14/2023	F-3; F-6	Assessment & Analysis	None		Exam 1

	Day	Date	BACB Task List Items	Topic	Reading	Reading Guide (Due before class)	Quiz/Exam
5	Thursday	2/16/2023	N/A	Functional Analysis	Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis</i> , 27, 197-209	Reading Guide 7	
6	Tuesday	2/21/2023	F-5; F-8; F-9	Functional Analysis	Iwata, B.A., Pace, G.M., Dorsey, M.F., Zarcone, J.R., Vollmer, T.R., Smith, R.G., ...Mazalesk, J.L. (1994). The functions of self-injurious behavior: an experimental-epidemiological analysis. <i>Journal of Applied Behavior Analysis</i> , 27, 215-240.	Reading Guide 8	Quiz 4
	Thursday	2/23/2023	F-5; F-8; F-9	Functional Analysis	Dixon, M.R., Benedict, H., & Larson, T. (2001). Functional analysis and treatment of inappropriate verbal behavior. <i>Journal of Applied Behavior Analysis</i> , 34, 361-363 Chapman, S., Fisher, W., Piazza, C.C., & Kurtz, P.F. (1993). Functional assessment and treatment of life-threatening drug ingestion in a dually diagnosed youth. <i>Journal of Applied Behavior Analysis</i> , 26, 35, 125-136.	Reading Guide 9	
7	Tuesday	2/28/2023	F-8; F-9	FA Variation - Precursor	Smith, R.G., & Churchill, R.M. (2002). Identification of environmental determinants of behavior disorders through functional analysis of precursor behaviors. <i>Journal of Applied Behavior Analysis</i> , 35, 125-136	Reading Guide 10	Quiz 5
	Thursday	3/2/2023	F-8; F-9	FA Variation - Precursor	Fahmie, T.A., & Iwata, B.A. (2011). Topographical and functional properties of precursors to severe problem behavior. <i>Journal of Applied Behavior Analysis</i> , 44, 993-997.	Reading Guide 11	
8	Tuesday	3/7/2023	N/A	Catch up & Review			
	Thursday	3/9/2023	N/A				Exam 2
9	Tuesday	3/14/2023	Spring Break				
	Thursday	3/16/2023					

	Day	Date	BACB Task List Items	Topic	Reading	Reading Guide (Due before class)	Quiz/Exam
10	Tuesday	3/21/2023	F-8; F-9	FA Variation - Trial-Based Assessment	Bloom, S.E., Iwata, B.A., Fritz, J.N., Roscoe, E.M., & Carreau, A.B. (2011). Classroom application of a trial-based functional analysis. <i>Journal of Applied Behavior Analysis, 44</i> , 19-31	Reading Guide 12	
	Thursday	3/23/2023	F-8; F-9	FA Variation - Latency-Based Assessment	Thompson, Sassi, J.L., Iwata, B.A., Neidert, P.L., & Roscoe, E.M. (2011). Response latency as an index of response strength during functional analysis of problem behavior. <i>Journal of Applied Behavior Analysis, 44</i> , 51-67.	Reading Guide 13	Quiz 6
11	Tuesday	3/28/2023	F-5; F-8	Designing an FA	None	Lab group presentations	
	Thursday	3/30/2023	F-9; H-2; H-3	Linking Assessment & Treatment	TBA		Quiz 7
12	Tuesday	4/4/2023	F-9; H-2; H-3; H-4	FCT	Carr, E.G., & Durang, V.M. (1985). Reducing behavior problems through functional communication training. <i>Journal of Applied Behavior Analysis, 18</i> , 111-126.	Reading Guide 14	
	Thursday	4/6/2023	F-9; H-3	FCT - Schedule Thinning	Tiger, J.H., Hanley, G.P., & Bruzek, J. (2008). Functional Communication Training: A review and practical guide. <i>Behavior Analysis in Practice, 1</i> , 16-23	Reading Guide 15	Quiz 8
13	Tuesday	4/11/2023	N/A	Non-Reinforcement-Based Treatments	Piazza, C.C., Fisher, W.W., Hanley, G.P., LeBlanc, L.A., Worsdell, A.S., Lindauer, S.E., & Keeney, K.M. (1998). Treatment of pica through multiple analysis of its reinforcing functions. <i>Journal of Applied Behavior Analysis, 31</i> , 165-189.	Reading Guide 16	
	Thursday	4/13/2023	F-9; H-3	Non-Reinforcement-Based Treatments	Hanley, G.P., Piazza, C.C., Fisher, W.W. and Maglieri, K.A., (2005). On the effectiveness of and preference for punishment and extinction components of a function-based treatment. <i>Journal of Applied Behavior Analysis, 38</i> , 51-65.	Reading Guide 17	Exam 3

	Day	Date	BACB Task List Items	Topic	Reading	Reading Guide (Due before class)	Quiz/Exam
14	Tuesday	4/18/2023	F-8;	Functional Analysis - Current Topics	Hanley, G., Jin, S., Vanselow, N., & Hanratty, L., (2014). Producing Meaningful Improvement in Problem Behavior of Children with autism via synthesized analysis and treatments. <i>Journal of Applied Behavior Analysis</i> , 47, 16-36	Reading Guide 18	
	Thursday	4/20/2023	F-8	Functional Analysis - Current Topics	Fisher, W.W., Greer, B.D., Romani, P.W., Zangrillo, A.N., & Owen, T.M. (2016). Comparisons of synthesized and individual reinforcement contingencies during functional analysis. <i>Journal of Applied Behavior Analysis</i> , 49, 695-616	Reading Guide 19	Quiz 9
15	Tuesday	4/25/2023	F-8;	Functional Analysis - Current Topics	TBD	Reading Guide 20	
					Ghaemmaghami, M., Hanley, G.P., Jessel, J. (2021) Functional communication training: From efficacy to effectiveness. <i>Journal of applied behavior analysis</i> , 54,(1), 122-143		
					OR Briggs, A. M., Fisher, W. W., Greer, B. D., & Kimball, R. T. (2018). Prevalence of resurgence of destructive behavior when thinning reinforcement schedules during functional communication training. <i>Journal of applied behavior analysis</i> , 51(3), 620-633.		
15	Thursday	4/27/2023	F-8	Functional Analysis - Current Topics		Reading Guide 21	Quiz 10
16	Tuesday	5/2/2023	N/A	Review			
	Thursday	5/4/2023					Exam 4

