

BEHV 5619:

Fundamentals and Techniques of Compassionate and Effective Behavior Change

Spring 2020 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 “Meet Your Instructor” page in the first module of your course. Elizabeth (Ellie) Lovitz, an advanced graduate student, is the Teaching Assistant. Ellie will answer questions about course content and technology, provide requested tutoring, and grade some assignments. All correspondence should be sent to behv5619@unt.edu. **Include your EUID, the weekly module number, and the activity name in the subject field of your email when you are asking about a specific activity.** Students can expect a response by the next business day.

Course Prerequisites

BEHV 5610 ABA Foundations, Concepts and Principles I

BEHV 5612 Meaningful Assessment in Behavioral Practice

BEHV 5613 Culturally Responsive Ethics in Behavioral Practice (concurrent enrollment allowed)

BEHV 5618 ABA Foundations, Concepts and Principles II (concurrent enrollment allowed)

Course Description

The purpose of this course is to introduce students to the science and practice of applied behavior analysis by providing students with foundational knowledge about the science of behavior analysis, as well as an overview of behavioral principles and the behavior change procedures derived from these principles. Through lectures, readings, video examples, and terminology exercises, students will develop foundational knowledge of concepts and apply these concepts in various simulations meant to further understanding and prepare students for the practice of behavior analysis. The themes of this course include the dynamic interaction of behavior and environment, the identification of behavioral concepts within the student’s life, and preparation for professional credentialing as a Board Certified Behavior Analyst.

This course is fully online. Student activities include textbook and other readings, viewing lectures and other videos, answering study guide questions over some individual sources, practicing key concept discriminations, and answering quiz questions over each weekly module. StudyMate flashcard activities will help students to review terminology activities as partial preparation for the weekly quizzes. Students will integrate and apply what they learn into a series of integration projects and a final integration project where students will demonstrate the process of selecting a procedure and assessing its effectiveness. Finally, this course includes a mid-term and cumulative final exam.

Course-Level Objectives

- Identify and define concepts relevant to the practice of applied behavior analysis.
- Identify and select the best answer when completing weekly quizzes over readings and videos relating to fundamentals and techniques relevant to behavioral practice.
- Integrate, apply, and demonstrate the technique recommendation process from initial assessment through final treatment recommendations.
- Demonstrate and apply knowledge of fundamentals and techniques within the science of behavior analysis.

Fundamentals and Techniques Weekly Course Objectives and Learning Competencies

Weekly Module	Topic	BACB Task List	Weekly Objectives	Component Assessment Activities	Integration and Application Assessments
1	Basic Concepts of Behavior Change	G-1, 2, 3, 4, 15, 16, 18	Identify the basic concepts of behavior change and examples that might be observed in clinical practice.	Study Guide Cambridge Video StudyMate	Weekly Quiz
2	Selecting and Defining Target Behavior	G-16, 19	Define target behaviors and select appropriate methods for measuring these behaviors.	Cambridge Video Practice StudyMate	Weekly Quiz Integration Component
3	Developing and Selecting Reinforcement	G-1, 3	Describe and identify examples of reinforcement including classification, characteristics, effective clinical use, schedules, parameters, and ethical considerations	Study Guide Cambridge Video StudyMate	Weekly Quiz
4	Collecting Useful Data and Evaluating Behavior Change	G-9, G-22	Describe methods for selecting interventions based on scientific evidence and assessment results, then making on-going, data-based decisions throughout intervention.	Study Guides Cambridge Videos StudyMate	Weekly Quiz Integration Component
5	Effectively Implementing Reinforcement	G-1, 3, 17, 18, 20	Describe and identify examples of reinforcement including classification, characteristics, effective clinical use, schedules, parameters, and ethical considerations	Cambridge Videos StudyMate	Weekly Quiz
6	Establishing New Behavior-Shaping and Chaining	G-5, 7, 8, 9	Describe and identify clinical examples of techniques and procedures for effectively establishing new behavior	Study Guides Cambridge Video StudyMate	Weekly Quiz Integration Component
7	Promoting Antecedent Control	G-2, 4, 6, 10, 12	Describe and identify examples of antecedents including classification, characteristics, and effective clinical use	StudyMate	Weekly Quiz
8	Achieving Stimulus Control and Prompting	G-2, 4, 5, 6, 9, 10, 12	Describe and identify examples of antecedents including classification, characteristics, and effective clinical use	Cambridge Video StudyMate	Weekly Quiz
Cumulative Mid-Term Exam					
9	Specific Programs and Procedures	G-2, 9, 11, 14	Describe Skinner's classification of verbal behavior and identify examples observed in clinical practice	Cambridge Video StudyMate	Weekly Quiz
10	Expanding Stimulus Control	G-4, 5, 7, 8, 9, 21	Describe and identify clinical examples of techniques and procedures for effectively establishing new behavior	Cambridge Video StudyMate	Weekly Quiz Integration Component
11	Maintaining Behavior and Systems Support	G-5, 21, 22	Describe strategies to promote generalization and maintenance of behavior-change, as well as strategies for helping clients by arranging environments and collaborating with those providing service delivery and support.	Cambridge Videos StudyMate	Weekly Quiz
12	Identification of Effective Techniques	G-21, 22	Describe and discuss strategies for identifying socially significant and effective techniques.	Cambridge Videos StudyMate	Weekly Quiz Integration Component
13	Preventing Unwanted Behavior	G-6, 13, 14, 15	Describe and identify examples of the effective clinical use of techniques used to decrease behavior without the use of punishment	Study Guides Cambridge Video StudyMate	Weekly Quiz
14	Preventing and Reducing Unwanted Behavior	G-6, 13, 14, 15, 18	Describe and identify examples of the effective clinical use of techniques used to decrease behavior.	Cambridge Video StudyMate	Weekly Quiz Final Project
15	Punishment	G-1, 2, 6, 14, 15, 16	Describe and identify examples of punishment including classification, characteristics, effective clinical use, schedules, parameters, and ethical considerations	StudyMate	Weekly Quiz
Cumulative Final Exam					

BACB Course Hours

Content is based on the 5th edition BACB Task List. This course specifically covers the academic requirements for 45 hours of Behavior Change Procedures when applying for the BCBA certification exam. For more information on the Verified Course Sequence distribution, see the [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 videos, answering study guide and practice questions, taking quizzes and exams. Additional effort includes reading, StudyMate, and the written projects.

Required Textbooks

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. (you should already have this book from previous courses)

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2018). *Behavior analysis for lasting change* (4th ed.). New York, NY: Sloan Educational.

Cambridge Center (Producer). (various years). UNT Video textbook [Video collection]. Available from <https://uwf.behavior.org/product/unt-bundle/>

Course Activities

Study Guides and Practice Activities

Some modules contain readings and videos which are available in the assigned textbooks or on the Course Menu. Sources are listed at the end of this syllabus. Some readings and videos have a corresponding set of study guide questions. Each study guide contains 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 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. *You can refer to the assigned readings and videos when answering practice questions.*

Study Guide and Practice 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. For study guides, Canvas will record the highest score of your allowed attempts.

Cambridge Center Video Textbook

This course incorporates material from the Cambridge Center including lecture videos and quizzes. Every student must purchase the Online Video Textbook and it can be purchased at the [Cambridge Center](#). After successfully answering the questions over each Cambridge Center video, students will download their completion certificate and upload it to the corresponding activity in the Canvas course menu. Students will automatically earn all points when they have successfully uploaded their certificate. However, a zero will later be awarded if the certificate is not in the student's name or is for a video other than the one listed in the activity.

StudyMate

StudyMate activities are not worth points but are instead a way to study and prepare for the weekly quizzes which are worth points. You will open StudyMate and practice the activities which are labeled with the corresponding week. Students should be successful with the fill-in-the-blank StudyMate activities before attempting the weekly quiz. The weekly quizzes may contain a definition that has been paraphrased from the StudyMate activity; students must then type in the term using correct spelling. *You can refer to the assigned readings and videos when answering StudyMate questions.*

Integration and Application Assessments

Throughout the course, there are several opportunities for students to integrate and apply what they have learned by answering quiz questions or completing projects.

Weekly Quizzes

These activities provide the student an opportunity to practice what they have learned in the readings within the context of multiple-choice, true/false, matching, and fill-in-the blank questions. Quizzes will not cover the content learned in the Cambridge Center Videos since these activities are a professional expansion of the foundational content and these activities already contain questions requiring mastery before completion. Quizzes will be taken using Respondus Monitor and Respondus Lockdown Browser. **Quizzes allow only one opportunity. Students may not look at other course materials during quizzes.**

Written Integration Assignments

The Integration Components and Final Integration Assignment provide an opportunity to apply what you've learned in the course readings to real-world situations. Please complete all previous course menu activities before submitting a written assignment to get the best possible grade. Specific instructions for each written assignment will be under the specific activity in the Course Menu. Using the activity instructions, you will upload written assignments to Canvas for evaluation and credit. Please see the Syllabus link in the Course Menu for assignment deadlines. **There are no grace periods for written assignments and assignments will not be accepted after the specified deadlines.**

Grading will begin on the due date. Grades will be posted to the course page within *two weeks* after the due date. 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.

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 behv5619@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. She 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.

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.
- 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. This means that each activity, **with the exceptions noted 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 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.
- **There is no grace period on Integration Components. Please notate these deadlines and submit by these dates.**
 - **January 27: Environment and Goals**
 - **February 10: Data Collection Systems**
 - **February 24: Reinforcement Systems**
 - **March 30: Prompting and Teaching Procedures**
 - **April 13: Maintenance and Systems Support**
 - **April 27: Final Project**
- ***Students must complete the entire course, with the exception of the final exam, by the course deadline, April 30, 2020. There is no grace period for activities due the last week of class.***
- **The Cumulative Final Exam will remain open until May 7, 2020. This will be the only activity available after April 30, 2020. There is no grace period for the final exam.**

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 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 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
 - 25% Study Guides and Practice Activities
 - 25% Weekly Quizzes
 - 10% Integration Components
 - 15% Final Project
 - 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.
- Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a 0 in the grade book. If the assignment is then completed during the grace period, your grade will be updated to reflect what you scored on the assignment.
- Grades for the course 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%

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 for the Master of Arts in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements.

Course Design

Kenda Morrison, Ph.D., BCBA-D designed this course. 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 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.

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., Cihon, J., Currier, T. D. R., Ferguson, J., Leaf, J. B., Leaf, R., & Weinkauff, S.M. (2018). The big four: Functional assessment research informs preventative behavior analysis. *Behavior Analysis in Practice, 12*, 222-234. <https://doi.org/10.1007/s40617-018-00291-9>
- Cambridge Center (Producer). (various years). UNT Video textbook [Video collection]. Available from <https://uwf.behavior.org/product/unt-bundle/>
- Cengher, M., Shamoun, K., Moss, P., Roll, D., Feliciano, G., & Fienup, D. M. (2016). A comparison of the effects of two prompt-fading strategies on skill acquisition in children with Autism Spectrum Disorders. *Behavior Analysis in Practice, 9*, 115–125. <https://doi.org/10.1007/s40617-015-0096-6>
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing Behavior Analysts. *Behavior Analysis in Practice, 3*(1), 22–32. <https://doi.org/10.1007/BF03391755>
- Graff, R. B., & Karsten, A. M. (2012). Assessing preferences of individuals with developmental disabilities: A survey of current practices. *Behavior Analysis in Practice, 5*(2), 37–48. <https://doi.org/10.1007/BF03391822>
- Green, G. (2001). Behavior analytic instruction for learners with autism: Advances in stimulus control technology. *Focus on Autism and Other Developmental Disabilities, 16*, 72-85. <https://doi.org/10.1177/108835760101600203>
- Keller, F. S. (1968). "Good-bye, teacher...". *Journal of Applied Behavior Analysis, 1*, 79–89. <https://doi.org/10.1901/jaba.1968.1-79>
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- Leaf, J. B., Cihon, J. H., Leaf, R., McEachin, J., & Taubman, M. (2016). A progressive approach to discrete trial teaching: Some current guidelines. *International Electronic Journal of Elementary Education, 9*, 361-372. Retrieved from <https://www.iejee.com/index.php/IEJEE/index>
- MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. In C. Maurice, G. Green, & R. M. Foxx (Eds.), *Making a difference: Behavioral intervention for autism* (pp. 37-50). Austin, TX, US: PRO-ED.
- McKay, J. A., Weiss, J. S., Dickson, C. A., & Ahearn, W. H. (2014). Comparison of prompting hierarchies on the acquisition of leisure and vocational Skills. *Behavior Analysis in Practice, 7*, 91–102. <https://doi.org/10.1007/s40617-014-0022-3>
- Mayer, G. R., Sulzer-Azaroff, B., Wallace, M. (2018). *Behavior analysis for lasting change* (4th ed.). New York, NY: Sloan Educational.
- Morrison, K. (2012). *Data collection for individuals with Autism: Developing meaningful and efficient systems that work* [Video]. Available from <https://bao.unt.edu/jpvideo/player.cfm?xid=Au-KM1>
- Snell, M. E., Chen, L., & Hoover, K. (2006). Teaching augmentative and alternative communication to students with severe disabilities: A review of intervention research 1997-2003. *Research and Practice for Persons with Severe Disabilities, 31*, 203-214. <https://doi.org/10.1177/154079690603100301>

Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice*, 1(1), 16–23. <https://doi.org/10.1007/BF03391716>

Twyman, J. S. (n.d.) *Changing the world with behavior analysis* [Video]. Available from <http://bao.unt.edu/ce/jpvideo/player.cfm?xid=IS-JT1>