



BEHV 5150: Techniques in Applied Behavior Analysis

Summer 2019 Course Syllabus

Course Description

This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consistent with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings, as well as to evaluate the effects of behavioral procedures.

Course Prerequisites

BEHV 5130 Basic Behavioral Principles

Instructor Information

Setareh (Star) Moslemi, M.Ed., BCBA, LBA is the course instructor. To learn more about your instructor, please see the Home page in your course. A doctoral student, Elizabeth Sansing, M.S., BCBA, is the Teaching Assistant. Star and Elizabeth will answer questions about course content and technology and provide requested tutoring. All correspondence regarding course material or questions should be sent to behv5150@unt.edu. **Include your EUID, the Week 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 within 24 hours during business days.

BACB Course Hours

Content is based on the 4th edition BACB Task List. This course specifically covers the following academic requirements for the BCBA/BCaBA certification exam: 5 hours of concepts and principles in behavior analysis, 10 hours of measurement, 5 hours of experimental design, 10 hours of identification, 10 hours of fundamental elements, and 5 hours of behavior change systems. For more information on the Verified Course Sequence distribution, consult 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 3-6 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, practicing skills (e.g., data collection), and answering questions. Additional effort includes reading and written projects.

Techniques Course Objectives and Learning Competencies

Week	Topic	Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Characteristics of Applied Behavior Analysis	B-01, G-04, G-05, FK-01, FK-02, FK-03, FK-04, FK-05, FK-06, FK-07, FK-08, FK-09, FK-33	Describe the history, characteristics, and dimensions of behavior analysis	Terms, Summary, and Practice questions	Quiz
2	Selecting and Defining Target Behaviors	A-01, A-02, A-03, A-04, A-05, A-06, A-07, A-08, A-09, A-12, A-13, H-01, H-02, I-01, I-02, I-03, J-01, J-02, J-03, J-04, J-05, J-06, J-07, J-08, J-09, J-10, FK-47, FK-48	Identify and describe methods for selecting and defining target behaviors	Terms, Summary, Review questions	Quiz Component: Social Validity, Assessment, and Identification
3	Measuring Behavior		Identify and describe methods for measuring behavior using direct recording methods	Terms, Summary, Review questions, and Data Collection Practice	Quiz Component: Selecting Appropriate Measurement
4	Measuring Behavior and Improving and Assessing the Quality of Behavioral Measurement		Identify and describe methods for improving and assessing the quality of behavioral measurement	Data Identification Practice Terms, Summary, and Practice questions	Quiz
5	Positive and Negative Reinforcement	A-14, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-05, D-06, D-07, D-08, D-15, D-16, D-17, D-18, D-19, D-20, D-21, E-01, E-03, E-04, E-05, E-08, E-09, E-10, F-01, F-02, F-7, F-8, G-03, G-04, G-05, G-06, G-08, I-07, FK-15, FK-17, FK-18, FK-19, FK-20, FK-22, FK-31, FK-39, FK-40, FK-41, FK-42	Identify and describe behavior change through positive reinforcement and negative reinforcement	Terms, Summary, Review questions	Quiz Component: Reviewing the Evidence Base
6	Punishment		Identify and describe behavior change through punishment	Terms, Summary questions	Quiz
7	Shaping and Chaining		Identify and describe behavior change through shaping and chaining	Terms, Summary, Review, Lecture questions	Quiz
8	Extinction and Differential Reinforcement		Identify and describe behavior change through extinction and differential reinforcement	Terms, Summary, Review, Analysis questions	Quiz Component: Selecting Behavior Change Techniques

9	Antecedent Interventions Contingency Contracting		Identify and describe behavior change through contingency contracting	Terms, Summary questions	Quiz Component: Creating a Visual Analysis
10	Self-Management Functional Behavior Assessment		Identify and describe behavior change through self-management	Terms, Summary questions	Quiz Component: Describing Effects of Intervention Techniques
11	Functional Behavior Analysis	A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-08, D-16, D-17, D-18, D-19, E-01, F-03, F-04, F-05, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-23, FK-47, FK-48	Identify and describe methods for determining the function of problem behaviors	Terms, Summary, Review questions	Quiz
12	Applications		Identify and describe the components and applications of functional analysis	Review, Practice, Lecture, Analysis questions	Final Project
13	Final Exam		Identify and integrate behavior change through manipulation of the environment	Analysis questions	Final Exam

Required Textbook

Cooper, J. O., Heron, T. E., & Heward, W. L. (2006). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Course Activities for BEHV 5150: Techniques

Readings, Lectures and Study Guides

Each module contains lectures, journal articles, and book chapters selected by the course designer/instructor. All readings are listed at the end of this syllabus and can be found in the Course Modules. Each lecture and reading has a corresponding set of study guide questions which consists mainly of 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 when answering the questions.* Each Study Guide allows three opportunities to respond correctly. The highest score you earn will be applied to your grade.

The Study Guide questions may have multiple correct answers, only one correct answer, and/or be fill-in-the-blank. On all multiple-choice or fill-in-the-blank activities, for each question, Canvas assigns points by dividing the number of points that question is worth 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 example, if a question is worth 1 point and has five possible answers, but only three are correct, each correct answer is worth 0.33 points. If a student selects an incorrect answer, 0.33 points are deducted from the total earned. Using this example, if a student

chose two of the three correct answers and one of the incorrect answers, a total of 0.33 points would be awarded for the question. This reflects 0.66 points earned for selecting two of the three correct answers and 0.33 points being lost/subtracted for selecting one of the incorrect answers.

Interactive and Demonstration Movies

Short videos are provided to demonstrate or simulate behavior-analytic procedures not easily taught through text-based instruction. You will complete various activities related to these movies and be graded on your answers. You may review the movies at any time during the course.

Quizzes and Exams

These activities provide the student an opportunity to practice what they have learned in the readings and/or lectures within the context of multiple choice questions. The exams provide only one opportunity and are designed to test knowledge. **Quizzes and exams are not open-book.**

Applied and Written Assignments

These activities 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. **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 *one week* 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.

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 is integrated into Canvas and will systematically detect any plagiarism on Written Assignments. 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 (found in the Preparatory Module of the course) and the [UNT Student Academic Integrity Policy](#)*****

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 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 assignments 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 exception of the written Component Project assignments and activities that are due on the last day of class.** This means that each activity, except the written Component Project assignments and those due on the last day of class, 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 all written Component Project assignments by the deadline; **there is no grace period for these assignments.** This includes the following assignments:
 - Integration Component: Social Validity, Assessment, and Identification in Week 2 due 05/27/19
 - Integration Component: Selecting Appropriate Measurement in Week 3 due 06/03/19
 - Integration Component: Reviewing the Evidence Base in Week 5 06/17/19
 - Integration Component: Selecting an Appropriate Change Technique in Week 8 due 07/08/19
 - Integration Component: Visual Analysis in Week 9 due 07/15/19
 - Integration Component: Describing Effects of Intervention Techniques in Week 10 due 07/22/19

- Final Integration Paper in Week 12 due 08/05/19
- **Students must complete the entire course by the course deadline.** Again, it is best to work ahead of schedule whenever possible in case of events that might make it difficult to meet a deadline.

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 in order to proceed to the next course and to fulfill the requirements for the UNT Certificate in Applied Behavior Analysis.

- **No credit is given for late assignments.**
- You will have *immediate* feedback on all on-line activities and will have feedback *within one week* on all written assignments.
- Each activity indicates the number of points that can be earned within the activity. These points are indicated underneath each 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. It will also show your grade for each weighted category. 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 you deselect that option and look at your overall grade in the course as this will help you determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
- Grades for the course are based on the percentage of possible points that a student earns: **92-100%=A, 85-91.9%=B, 77-84.9%=C, below 77%=F.** Total points are what ultimately determine your grade.

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 UNT Certificate in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements. At the end of the final week of the course, points will be tallied and each student will receive a course grade that is consistent with the number of points earned at that time.

Course Design

Janet Ellis, Ph.D., BCBA designed this course. Additionally, Sigrid Glenn, Ph.D., Leslie Burkett, Ph.D., and Shahla Ala’i, Ph.D., BCBA-D designed several activities. 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.

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 at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Assistance

If you need help receiving your course grade or other administrative matters, please contact the Course Administrator, Brook Wheatley, at behvdinfo@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.**



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 the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. 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 Reading and Lecture List

BEHV 5150 Techniques in Applied Behavior Analysis

- Ala'i-Rosales, S., Cihon, J. H., Currier, T. D. R., Ferguson, J. L., Leaf, J. B., Leaf, R.,...Weinkauff, S. M. (2019). 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>
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97. <https://doi.org/10.1901/jaba.1987.20-313>
- 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>
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Haring, T. G., & Kennedy, C. H. (1990). Contextual control of problem behavior in students with severe disabilities. *Journal of Applied Behavior Analysis, 23*, 235-243. <https://doi.org/10.1901/jaba.1990.23-235>
- Hawkins, R. P. (1979). The functions of assessment: Implications for selection and development of devices for assessing repertoires in clinical, educational, and other settings. *Journal of Applied Behavior Analysis, 12*, 501-516. <https://doi.org/10.1901/jaba.1979.12-501>
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179. <https://doi.org/10.1177/001440290507100203>
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209. <https://doi.org/10.1901/jaba.1994.27-197>
- Iwata, B. A., Vollmer, T. R., & Zarcone, J. R. (1990). The experimental (functional) analysis of behavior disorders: Methodology, applications, and limitations. In A. C. Repp & N. N. Singh (Eds.), *Perspectives on the Use of Nonaversive and Aversive Interventions for Persons with Developmental Disabilities* (pp. 301-330). Sycamore IL: Wadsworth Publishing.
- Iwata, B. A. (n.d.) *Variations and extensions of functional analysis methodology* [Video]. Available from <http://bao.unt.edu/ce/jpvideo/player.cfm?xid=IS-BI1>
- Lalli, J. S., Casey, S. D., & Kates, K. (1997). Noncontingent reinforcement as treatment for severe problem behaviors: Some procedural variations. *Journal of Applied Behavior Analysis, 30*, 127-137. <https://doi.org/10.1901/jaba.1997.30-127>
- LeBelanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. *Behavior Analysis Practice, 9*, 77-83. <https://doi.org/10.1007/s40617-015-0063-2>

- Lewis, T. J., Scott, T. M., Wehby, J. H., Wills, H. P. (2014). Direct observation of teacher and student behavior in school settings: Trends, issues and future directions. *Behavioral Disorders, 39*(4), 190-200. <https://doi.org/10.1177/019874291303900404>
- Marcus, B. A., & Vollmer, T. R. (1995). Effects of differential negative reinforcement on disruption and compliance. *Journal of Applied Behavior Analysis, 28*, 229-230. <https://doi.org/10.1901/jaba.1995.28-229>
- Pace, G. M., Ivancic, M. T., Edwards, G. L., Iwata, B. A., & Page, T. J. (1985). Assessment of stimulus preference and reinforcer value with profoundly retarded individuals. *Journal of Applied Behavior Analysis, 18*, 249-255. <https://doi.org/10.1901/jaba.1985.18-249>
- Sasso, G. M., Reimers, T. M., Cooper, L. J., Wacker, D., Berg, W., Steege, M., ... Allaire, A. (1992). Use of descriptive and experimental analyses to identify the functional properties of aberrant behavior in school settings. *Journal of Applied Behavior Analysis, 25*, 809-821. <https://doi.org/10.1901/jaba.1992.25-809>
- Sidman, M. (n.d.) *Errorless learning and programmed instruction: The myth of the learning curve* [Video]. Available from <http://bao.unt.edu/ce/jpvideo/player.cfm?xid=IS-MS1>
- 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>
- Van Houten, R. (1979). Social validation: The evolution of standards of competency for target behaviors. *Journal of Applied Behavior Analysis, 12*, 581-591. <https://doi.org/10.1901/jaba.1979.12-581>
- Wolf, M. M., (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-214. <https://doi.org/10.1901/j>