COURSE INFORMATION

This course focuses on designing and implementing behavior change techniques. Topics in this include shaping, discrimination training, instructional and imitation training, and differential reinforcement. Behavior change techniques can be applied in settings such as classrooms, institutions, workshops and group homes. Data collection methods and supervision systems that can be used to assess their effectiveness will be included.

This course is part of the verified course sequence to sit for the Behavior Analyst Certification Board’s (BACB) Board Certified Assistant Behavior Analyst (BCaBA) certification examination. Specification of how the units align with the Task List (4th and 5th editions) can be found in the weekly schedule.

- BEHV 3350, Section 001, 4 Credits (3 in person, 1 online lab)
- Tuesdays/Thursdays 9:30 AM – 10:50 PM in Wooten (WH) 317
- Course website accessible via unt.instructure.com

Instructor Contact Information
- Samantha (Sam) Bergmann, Ph.D., BCBA-D, LBA, Assistant Professor
- Email address: sam.bergmann@unt.edu
- Office: Chilton Hall 360F
- Office phone number: 940-565-4771
- Office hours: Thursdays 12:30 – 1:30 PM and by appointment

Teaching Assistant Contact Information
- Katherine (Kate) Drummond
- Email address: katherinedrummond@my.unt.edu
- Office hours location: Chilton Hall 360F
- Office hours: by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Successful completion of BEHV 2700 and BEHV 3440.

Course Objectives
Following the completion of this course, a student will be able to
• Identify and implement the behavior change procedures which include reinforcement, differential reinforcement, discrimination training, prompting, and fading
• Identify behavior/environment relations in which these procedures can be used effectively to produce behavior change, and demonstrate that he/she/they can implement these procedures accurately
• Correctly implement discrete-trial data collection procedures and create data sheets to record ongoing events for student-designed behavior change programs
• Train another student to implement behavior change techniques with integrity and provide feedback on training effectiveness based on direct observation of classmates’ implementation of the behavior change techniques
• Identify critical components in effective behavior change procedures, write behavior change programs, and identify the limits of behavior change procedures

Essential Academic Competencies
• Demonstrate competency in describing precise topographies of behavior and implementing (your own and others’) behavior change procedures (reinforcement, differential reinforcement, discrimination training, including prompting and fading)
• Record accurate discrete trial data during ongoing demonstrations of behavior change techniques
• Write behavior change training procedures based on the strategies reviewed in class and the text
• Identify behavior change procedures that are appropriate for changing target behavior
• Evaluate and provide constructive feedback on the implementation of behavior change programs

Materials
• Other required readings will be posted on Canvas (unt.instructure.com)
• Printed data sheets and protocols, writing utensils
• iClicker installed on electronic device https://community.macmillan.com/community/iclicker-support/iclicker-student-support/pages/iclicker-reef-student-application
• Learning Principles account ($5 payable through PayPal)
  http://www.scienceofbehavior.com/bergmannlearnprin.php

Teaching Philosophy
My goal for this course is to introduce you to effective behavior change techniques. This course will enable you to start applying the behavioral principles encountered in previous course. This is a foundation-level course in which you will learn about behavioral techniques that will be contacted and strengthened in subsequent coursework, practicum experiences, and research. This course is a blend of lecture, active student responding, discussion, in-class demonstrations, practice opportunities, writing activities, and video models. You should be prepared to work in groups and on your own. This is not a
course that you can put off until the end of the semester. It requires frequent attention, interaction, and engagement. I expect a lot from my students, and, in turn, I try to be an attentive instructor with many opportunities to provide and receive feedback.

**TECHNICAL REQUIREMENTS/ASSISTANCE**

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

- **Email:** helpdesk@unt.edu
- **Phone:** 940.565-2324
- **In Person:** Sage Hall, Room 130

**Hours are:**
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

- **Canvas technical requirements:** [https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

- **It is recommended that you use Microsoft Word to prepare your written documents. As a student at UNT, you may download Microsoft Office for free. Please visit [https://it.unt.edu/installoffice365](https://it.unt.edu/installoffice365) for more information.**

**Minimum Technical Skills Needed**

To be successful in the course, you must be able to use email with attachments, use Canvas, download and upload documents to Canvas (note: .doc, .docx, .pdf file formats will be used, I cannot open .pages files), create files in Microsoft Word, create basic tables in Microsoft Excel, access links, create and edit simple videos, access webpages, and use online clickers for responding.

**Student Academic Support Services**

- **Code of Student Conduct:** provides Code of Student Conduct along with other useful links
- **Office of Disability Access:** exists to prevent discrimination based on disability and to help students reach a higher level of independence
- **Counseling and Testing Services:** provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- **UNT Libraries**
- **UNT Learning Center:** provides a variety of services, including tutoring, to enhance the student academic experience
- **UNT Writing Center:** offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- **Succeed at UNT:** information regarding how to be a successful student at UNT

**COMMUNICATING WITH YOUR INSTRUCTOR**
Email (sam.bergmann@unt.edu) is the best way to communicate with me outside of class and office hours. Please send me questions, comments, concerns related to our course. Please use professional communication when emailing. This includes using a greeting (e.g., “Hello Dr. Bergmann”), including a subject relevant to your email, and including your name at the end of the email. I make every effort to respond to emails within one business day. If I become aware of a situation that will prevent me from accessing email for more than one day, I will inform you of this as soon as possible. I will provide feedback to electronic submissions on Canvas within two weeks of their due date. I will post grade updates to Canvas.

ASSESSMENT & GRADING

Assessments
This course will employ a variety of assessments and assignments to help you acquire and build fluency in the application of behavioral principles in behavior change techniques. You should expect to respond frequently and in multiple modalities throughout the course.

1) CHAPTER QUizzes (15 total, 1 point each, 15 points total)
   a) Each chapter will have a corresponding quiz on Canvas. Chapter quizzes should be completed BEFORE the class that covers the assigned chapter.
      i) Quizzes must be completed by 9:30 AM on the first day that the chapter is covered.
   b) You may take each quiz up to three times, and the highest attempt will be recorded for your grade.
   c) Quizzes are timed and you may use your book or notes.
   d) Quizzes will close when they are due and will not reopen.

2) WARM-UP QUESTION (25 total, 0.5 points each, drop lowest 5, 10 points total)
   a) Beginning the second week of class, nearly every class period will begin with a question based on the assigned readings, material covered in a previous class, etc.
   b) You will answer the question using the iClicker technology. Your answer will be recorded and used for your grade.
   c) Your FIVE lowest warm-up question attempts will be dropped from your final grade.

3) BEHAVIOR CHANGE PROCEDURES PORTFOLIO (8 procedures, 2.5 ea + 1 presentation, 5 points for 25 points total)
   a) You and a partner will select hypothetical target behaviors at the beginning of the semester.
   b) You will provide an operational definition of your target behavior and design recording methods and systems to measure the behavior.
   c) For each behavior change procedure discussed in class (i.e., nearly every chapter), you will answer the following questions:
      i) What is the behavior change procedure/technique?
      ii) Why would you use the behavior change procedure/technique for target behavior?
      iii) How would you use the behavior change procedure/technique for your target behavior?
      iv) How might your target behavior change with the use of the behavior change procedure/technique?
      v) What are the limits or risks of this behavior change procedure/technique?
   d) These will consist of writing programs/protocols for behavior change procedures. You will create your own behavior change programs based on the course content, the textbook chapters, and in-class discussion.
e) The instructor will provide a sample to guide you when writing your own behavior change procedures.

f) At the end of the semester, you and your partner will present your portfolio to the class in a presentation.

g) Portfolio checks and feedback sessions will be scheduled throughout the semester. On these days, you and your partner should bring your in-progress portfolio to class. Dr. Bergmann or the TA will look over one behavior change procedure and provide feedback.

4) **SKILL CHECK-OUTS (2 total, 10 points each, 20 points total)**
   a) These will provide the opportunity to implement the behavior change programs.
   b) Students will sign up for 2 skill check-out dates with the TA. Each of the training programs will be demonstrated with students as trainers and the TA as the trainee. The student will implement the program as written. The TA will record the treatment fidelity (i.e., how well the student implements the components of the behavior change procedure with the TA) which will determine the grade. Students will have access to the behavior change procedure ahead of time to practice.

5) **LAB ASSIGNMENTS (2 total, 15 points each, 30 points total)**
   a) Because this is a 4-credit hour course, the lab functions as the added credit hour. Lab assignment instructions will be posted on the course website.
   b) Lab Assignment 1: Learning Principles Tutorials
   c) Lab Assignment 2: Using Behavioral Skills Training
      i) This assignment should be recorded. Videos should be uploaded to YouTube, and links should be provided via the correct assignment on Canvas by the due date listed on the weekly schedule and on Canvas. **Late assignments will not be accepted.**

6) **EXTRA CREDIT (Up to 5 points total)**
   a) By completing various approved activities (e.g., participating in research studies, attending Behavior Analysis Research Colloquia, reviewing podcasts), you can earn up to 5 points of extra credit. These points will be applied to your final grade. Extra credit opportunities will be announced throughout the semester and posted on Canvas.

**Grading**

Your grade will be calculated based on the total number of points that you earn in the course. No category is weighted more than another.

**Grading Table**

<table>
<thead>
<tr>
<th>Assignment Categories</th>
<th>Count in Category</th>
<th>Point Breakdown</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter Quizzes</strong></td>
<td>15</td>
<td>1 each</td>
<td>15</td>
</tr>
<tr>
<td><strong>Warm-up Questions</strong></td>
<td>25</td>
<td>.5 each (drop 5 lowest)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>8</td>
<td>2.5 each</td>
<td>20</td>
</tr>
<tr>
<td><strong>Portfolio Presentations</strong></td>
<td>1</td>
<td>5 each</td>
<td>5</td>
</tr>
<tr>
<td><strong>Demonstrations</strong></td>
<td>2</td>
<td>10 each</td>
<td>20</td>
</tr>
<tr>
<td><strong>Lab Assignments</strong></td>
<td>2</td>
<td>15 each</td>
<td>30</td>
</tr>
<tr>
<td><strong>Extra Credit Opportunities</strong></td>
<td></td>
<td></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
Total Points Possible for Semester/Grading Scale = 100 total points
*Rounding will be applied for final grade calculations (e.g., 89.5% will be rounded up to 90% and 89.4% will be rounded down to 89%)

<table>
<thead>
<tr>
<th>100-89.5 points = A</th>
<th>100% - 89.5% = A</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.4 – 79.5 points = B</td>
<td>89.4% - 79.5%=B</td>
</tr>
<tr>
<td>79.4 – 69.5 points = C</td>
<td>79.4% - 69.5%=C</td>
</tr>
<tr>
<td>69.4 – 59.5 points = D</td>
<td>69.4% - 59.5%</td>
</tr>
<tr>
<td>59.4 – 0 points = F</td>
<td>59.4% or less=F</td>
</tr>
</tbody>
</table>

CALENDAR
Please see Microsoft Excel document for the course schedule.

COURSE EVALUATION
You will have the opportunity to evaluate my teaching and the course at the end of the semester in a SPOT evaluation. In addition, I welcome in-person and electronic feedback on all aspects of the course at any time. I am committed to your learning and experience as a student, and I seek to modify the course, within reason, based on your experience as a student.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at http://www.unt.edu/oda/apply/index.html. Also, you may visit the Office of Disability Accommodation in the Sage Hall (room 167) or call them at (940) 565-4323.

COURSE POLICIES
No individual exceptions can be made to the syllabus.
Assignment Policy

Student Conduct: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Failing to do the reading, and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others’ is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

* While we encourage students to work together, assignment sharing is not acceptable. File sharing, copied & pasted portions, & assignments duplicated from previous semesters will result in a zero and possible further disciplinary action.

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

Instructor Responsibilities and Feedback

As your instructor, I commit to providing you opportunities to acquire and master concepts and principles of behavior analysis.

- I will make every attempt to assist your learning by guiding discussion, providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics/criteria, and reviewing and updating course content.
- I will make every attempt to return feedback on assignments within two weeks of turn in and respond to emails within one business day.

Re-grades
If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

**Late Work**
Late work will not be accepted. Assignments turned in late will be given a score of zero. Under extreme circumstances, the instructor may consider providing an opportunity to turn work in after the due date. However, these exceptions should not be assumed. Proof of legitimate extenuating circumstances that prevented work being turned in on time will be requested.

**Attendance Policy**
Your attendance in this undergraduate course is expected. You are expected to arrive on time to class, come prepared with materials completed before coming to class, and to participate in class for the duration of the class period. *Information about the University of North Texas’ Attendance Policy may be found at: [http://policy.unt.edu/policy/15-2-5](http://policy.unt.edu/policy/15-2-5)*

**Absences**
If a student must be absent for any reason, she/he/they should arrange to submit the applicable assignments early, as no assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed assignments.

**Class Participation**
Class participation is expected in all aspects of the course. This includes actively responding during lecture and discussion, completing the in-class activities, and completing homework assignments and lab assignments. Your mastery of these behavior change techniques depends upon your active engagement with the material during and outside of class.

**Children, Parents, Grandparents, and General Life Circumstances**
While maintaining high expectations for all students, please know that I will problem-solve (changing deadlines, formats, etc) with you so that work, childcare, eldercare and other life responsibilities increase your class success rather than jeopardize it. Also, if you need to bring children to class, they are welcome (and I’ll help arrange conditions so that everyone is comfortable). Respecting parenting status is part of my overall commitment to respecting the diversity of our UNT campus.

**Assistance**
Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant (by email or during office hours) any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.
Syllabus Change Policy
As the instructor of this course, I reserve the right to modify this syllabus at any time. Updates to this syllabus may include changes to the reading list, modified assignments, updates to due dates, etc. Changes will be communicated on the course Canvas page and via email. You are responsible for staying up to date with any syllabus changes.

UNT POLICIES

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

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

Diversity Statement
It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

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

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe
electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**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. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](deanofstudents.unt.edu/conduct).

**Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](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: [eagleconnect.unt.edu](eagleconnect.unt.edu/)

**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 during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [http://spot.unt.edu/](http://spot.unt.edu/) or email [spot@unt.edu](mailto:spot@unt.edu).

**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](mailto: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](mailto:oeo@unt.edu) or at (940) 565 2759.