BEHV 5150: Techniques in Applied Behavior Analysis

Instructor Contact

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Email: sam.bergmann@unt.edu

Communication Expectations: Please post general course questions in the General Course Questions discussion board on Canvas. I will monitor this board regularly, and it is likely that other students will have the same question as you. 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. 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 one week of their due date. I will post grade updates to Canvas.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

The subject matter of Behavior Analysis is environment-behavior interactions. Applied Behavior Analysis is the branch of this natural science that studies environment-behavior interactions in situations believed to be socially important. The primary goal of the course is to provide students with a contemporary view of applied behavior analysis and its methods, contributions, and controversies. An emphasis is placed on identifying and understanding effective behavior change techniques. Those areas that are covered by entire BEHV courses will not be covered in detail (such as Systems, Verbal Behavior, Functional Analysis, Stimulus Control, Research Methods, and Developing Behavior Intervention Plans).

Course Structure

This course is scheduled for remote delivery. All activities will be designed to be compatible with remote access to provide all students, whether they can be in Denton physically or not, the opportunity to engage with the instructor, classmates, and material. This will mean ongoing course development, so please be patient and open to changes. We will have one unit per week with approximately five readings assigned. All readings should be completed before class. During class, we will have instructor- or student-led lectures and discussion. You should be prepared to work in groups and on your own. An important aspect of this course is observational learning. As other students are presenting their work
and receiving feedback from the instructor and students, you should pay close attention to the interaction. The course will follow a traditional 15-week semester schedule. There is no final exam.

Course Prerequisites or Other Restrictions

Admission to the graduate program in the Department of Behavior Analysis. Successful completion of at least two undergraduate courses in behavior analysis; a UNT online course that provides an overview of the basic concepts, principles, and theoretical underpinnings of the science of behavior analysis, or at least two courses from another university with clear behavior analytic content (must be approved by the Graduate Student Advisor). Completion of BEHV 5100 or equivalent required.

Course Objectives

By the end of this course, students will be able to:

1. To identify the dimensions of ABA, describe contemporary tensions related to disciplinary identity, and discriminate parameters of scope, practice, and ways of knowing.
2. To identify and discuss Evidence-based Practice (EBP) as it relates to ABA, with a particular emphasis on ethical and humane practices and outcomes.
3. To conduct a literature and media review in one application area and to accurately present an engaging overview of the techniques used in that application area to a professional audience.
4. To review and present the behavior change targets, techniques and procedures, mechanisms and in one application area of behavior analysis and for one case over time.
5. To describe the procedures, mechanisms and applications of fundamental behavior change techniques and systems.
6. To practice, under simulation conditions, behavior change techniques.
7. To describe the current change techniques literature in across several application areas.
8. To identify, define, measure, and change a socially important behavior and then communicate this process.
9. To assess technique knowledge and competencies and to develop a plan for future progress and development.

Specific objectives tied to activities and sections of the BACB task list are indicated in each topic section of the course schedule. [https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf](https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf)

Materials

- The Online Mock Behavior Analysis Exam© [https://www.fit.edu/aba-online/ce-courses-workshops/mock-exams/](https://www.fit.edu/aba-online/ce-courses-workshops/mock-exams/)
- Other required readings can be found on the course website on Canvas (unt.instructure.com)
- Microsoft Office
Teaching Philosophy

Learning requires a ‘permanent’ change in behavior over time. Thus, I believe that it is my responsibility to create an environment in which you behave. I am here to create and guide and not to provide all the answers. This course moves beyond principles that you must learn a particular way and begins to engage in subject matter that is informed by context and experience. Students will have the opportunity to explore applied interests, and I will provide frequent feedback in meetings, during in-class presentations, and via Canvas or UNT email. 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 and Skills

Please see the course unt.instructure.com site in the “Start Here” module.

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)
**Email:** helpdesk@unt.edu
**Phone:** 940-565-2324
**In Person:** Sage Hall, Room 130
**Walk-In Availability:** 8am-9pm

**Telephone Availability:**
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

Course Requirements

This course will employ a variety of assessments and assignments to help you understand that guiding principles of applied behavior analysis and develop your interest areas. You should expect to respond frequently and in multiple modalities throughout the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Count in Category</th>
<th>Points Breakdown</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mock Exam</strong></td>
<td>1</td>
<td>7 points</td>
<td>7 points</td>
</tr>
<tr>
<td><strong>Knowledge and Skills Assessment</strong></td>
<td>1</td>
<td>10 points</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Application Area Presentation</strong></td>
<td>1</td>
<td>10 points</td>
<td>10 points</td>
</tr>
</tbody>
</table>
### Assignment Count in Category | Points Breakdown | Points Possible
--- | --- | ---
**Video Training Modules** 2 | 10 points each | 20 points
**Behavior-Change Project** 1 | 10 points | 10 points
**Behavior-Change Techniques Lecture** 1 | 15 points | 15 points
**Behavior-Change Techniques in Application Area Paper** 4 | 5 points each | 20 points
**Quizzes** 9 | 1 point (drop lowest) | 8 points
**Extra Credit** 1 | Up to 5 points | 5 points**
**Total Points Possible** | | 100 points

**Grading**

A = 100-89.5 points
B = 89.4-79.5 points
C = 79.4-69.5 points
F = 69.4 or fewer points

**Course Activities**

- **Mock Exam (7 points):** Students will complete an online BACB Mock Exam at the onset of class. A version of this exam will be repeated in LEP during your last semester of the program.
  - *The points for this activity are pass/fail contingent upon submission of the full report form (with category breakdowns and percentages).*

- **Knowledge and Skills Assessment (10 points):** As each section of the task list is covered, students will define the skill area and evaluate performance competence.
  - A skills assessment form is provided by the instructor to define/describe and rate BACB task list areas.
  - *The points for this activity are pass/fail contingent upon submission of completed assessment with correct file name (Lastname.Firstname.BEHV5150.KSA).*
    - Must submit as either a PDF or .doc or .docx

- **Application Area Presentation (Group, 10 points):** Based on your interests, you will identify one of the areas provided by the instructor and work with a group to study behavior analysis’ contributions and applications to that area.
  - Each presentation should include:
    - A description of the area
    - A description of the primary dependent measures and methods for data collection and analysis
    - Ethical and humane considerations specific to this area
• Video Training Modules (Group, 2 @ 10 points each, 20 points total): As a group, you will complete two video training modules for the techniques covered in this course (i.e., reinforcement, punishment, stimulus control, shaping, and extending change). You will sign up for videos in advance and present them when on the schedule. Your videos should be tailored to your application area.
  o Within the video be sure to address:
    ▪ the target for behavior change
    ▪ the techniques chosen, procedural descriptions of the chosen technique(s), and a conceptualization of behavioral mechanisms
    ▪ the EBP context for the particular person (data, conceptualization, wisdom)
    ▪ at least three research studies with citations
    ▪ a summary of ethical and humane application considerations
  o Demonstrate the techniques under real or simulated conditions.
    ▪ Due to COVID-19, you may need to get creative for your demonstration. This can be done in person with social distance and proper mask adherence. You may also create a virtual simulation via chat or create a simulation with software or applications.
  o Illustration of meaningfulness, effectiveness, accuracy, informed consent, and dignity are production priorities.
  o Each group will have about 15 min to present and should expect extensive instructor commentary and class discussion.
  o The points for this activity are based on completion of each of the above areas with accuracy, coherence, aesthetic appeal, clarity, and professionalism.

• Behavior-Change Project (10 points): Individually, students will select a socially important behavior to improve related in some way to your application area. The project should not overlap with another faculty project. The projects will be discussed throughout the semester and presented formally at the end of the semester. Each student will have about 5 min to present their project.
  o Each behavior change project should include:
    ▪ Identification of and justification for the behavior change
    ▪ Behavioral definitions of the outcomes of interest
    ▪ A measurement protocol and recording system
    ▪ A summary of the referenced research
    ▪ A video demonstration and description of a behavior change technique
    ▪ Visual analysis of the measures over time and across conditions
The points for this activity are based completion of each of the above areas with accuracy, completeness, meaningfulness, responsiveness to feedback and professionalism.

- **Behavior Change Techniques Lecture (Group, 15 points):** In a group, students will create the lecture, discussion, and any applicable activities for the scheduled unit.
  - Students will identify learning objectives and design a presentation to help their classmates meet these objectives.
  - Students should prepare a 45-60 min lecture and at least five discussion questions.
  - Students will lead class but should expect extensive instructor commentary.
  - Students must meet with the instructor at least one week before their scheduled week to get learning objectives and presentation draft approved.
  - The points for this activity are based completion of each of the above areas with accuracy, completeness, meaningfulness, responsiveness to feedback and professionalism.

- **Behavior-Change Techniques in Application Area Paper (Group, 4 @ 5 points each, 20 points total):** We will cover five different behavior-change techniques units over the course of the semester. Each group will select four units to write a short paper on the application of this behavior-change technique to their area of interest. You may select the same or different target behaviors across written assignments, but you must tailor each to your application area.
  - Each written document should address the following requirements:
    - Describe the behavior-change technique
    - Summarize at least two peer-reviewed articles that used the behavior-change technique to change behavior in your application area (or in a similar area or with a similar population).
      - Be sure to cite appropriately.
    - Design a procedure for how the behavior-change technique could be applied to address a target behavior of interest in your application area.
    - Explain the expected effect the behavior-change technique should have on the target behavior.
    - Describe any considerations, limitations, and risks of using the behavior-change technique in your application area.
  - Each behavior-change technique must be no more than 5 pages, double spaced, 1-in margins, 11-point Calibri or Arial font or 12-point Times New Roman font and use APA formatting.
  - The points for this activity are based completion of each of the above areas with accuracy, coherence, and professionalism.

- **Reading Quizzes (9 @ 1 point each, drop lowest, 8 points total):** Questions on the assigned readings will be administer at the beginning of class. You will use the iClicker application on your device to answer all questions.
• The number of questions may vary weekly, but the daily quiz will always amount to 1 point.
• Your lowest score will be dropped.
• The points for this activity are based on accuracy.

• Extra Credit (up to 5 points): Extra Credit for BIG IDEAS and their implications for Applied Behavior Analysis
  - Develop a conceptual analysis of one big idea outside of the field of behavior analysis and discuss implications for a science and technology of behavior change.
  - Two pages (not including reference page), double spaced, 1-in margins. Arial size 11, Calibri size 11, or Times New Roman size 12. Be sure to cite sources according to APA 7.
  - Worth up to 5 points.

Course Evaluation
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT will be available April 5 – 22.

Course Policies
Attendance Policy
Your attendance in this graduate 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 can be found here [http://policy.unt.edu/policy/15-2](http://policy.unt.edu/policy/15-2).

COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may decide about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) 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 Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction
Students will need access to a webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: Zoom, Microsoft Office,
Adobe, and Canvas. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Class Participation
Class participation is expected in all aspects of the course. This includes actively responding during quizzes, lectures, and discussions. Participation includes completing your behavior change projects outside of class. You are expected to work with your group on assignments throughout the course of the semester and to be accountable to your group members. To maintain an environment of collaboration, please keep your webcams on during the class when possible.

Late Work
Late work is given a zero. Nevertheless, circumstances come up that draw our attention away from our schoolwork at times. Please communicate with the instructor as soon as possible before or following an incident or issue that affects your ability to complete an assignment on time.

Examination Policy
Quizzes will be given during class and answers will be submitted with the iClicker application on your device. You should have your cameras on during all quizzes. Notes, books, and materials are not permitted during quizzes.

Assignment Policy
Due dates are listed in the course schedule and on Canvas. Due dates may change, and those changes will be communicated via Canvas. Due dates will only be extended and never moved temporally closer. Assignments will be submitted via Canvas. Documents can be .doc, .docx, or PDF. Turnitin will be used for written assignment submissions.

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 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

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).

Instructor Responsibilities and Feedback
As your instructor, I commit to providing you opportunities to acquire and master behavior-change techniques and concepts of applied 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.

**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 and Student Support Resources**
Please visit the course unt.instructure.com site for important UNT Policies and Student Support Resources in the “Start Here” module.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and BACB 5th Task List</th>
<th>Assigned Readings</th>
<th>Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1/11 | Course Introduction and Overview | 1. Syllabus | 1. Review syllabus  
2. Introduction to projects  
3. Identify subject matter of interest  
4. Form project groups | 1. Group Contract by 1/11 9:00 PM CST  
2. **MOCK EXAM DUE IN 2 WEEKS! Plan ahead with about 3 hrs in front of a computer with good, reliable internet connection** |
| 1/18 | No Class to Observe Martin Luther King Jr. Day | | | |
3. CCH Chapter 1: Definition and Characteristics of Applied Behavior Analysis  
4. CCH Chapter 2: Basic Concepts and Principles | 1. Quiz 1  
2. Lecture and discussion | 1. Mock Exam Report due by 1/25 5:59 PM CST  
2. Complete applicable self-assessment areas  
3. **Next week has SEVEN readings** |
2. Lecture and discussion | 1. Complete applicable self-assessment areas  
2. Think about behaviors in your life that would be meaningful for you or others if they changed. |


<table>
<thead>
<tr>
<th>2/8</th>
<th>Unit 3: Evidence-based Practice (EBP) in Behavior Analysis A-4, H-2, H-3, F-3</th>
</tr>
</thead>
</table>

1. Quiz 3
2. Lecture and discussion
3. Behavior Change Project Discussion

1. Complete applicable self-assessment areas
2. Think about what EBP means in your application area.
3. Develop operational definition(s), observation and measurement system, and collect baseline data for behavior-change project. **It will be helpful to read CHH**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/15</td>
<td>No Class – Application Area Preparation: Dr. Bergmann will have Zoom room open for student breakout use and for instructor questions or feedback.</td>
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<tr>
<td>2/22</td>
<td>Application Area Presentations</td>
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<tr>
<td></td>
<td>None</td>
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<tr>
<td>3/1</td>
<td>Application Area Presentations</td>
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<td></td>
<td>None</td>
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<tr>
<td>3/8</td>
<td>Unit 4: Reinforcement-based Behavior-change Techniques</td>
</tr>
<tr>
<td></td>
<td>B-4, B-5, B-7, B-8, H-3, H-5, G-1</td>
</tr>
<tr>
<td></td>
<td>1. CHH Chapter 11: Positive Reinforcement</td>
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<td>2. CHH Chapter 12: Negative Reinforcement</td>
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<td></td>
<td>3. CHH Chapter 13: Reinforcement Schedules</td>
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<td></td>
<td>1. Quiz 4</td>
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<td>2. Lecture and discussion – Presenters:</td>
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<td>3. Review Reinforcement videos – Groups:</td>
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<tr>
<td>3/15</td>
<td>Unit 5: Punishment-based Behavior-change Techniques</td>
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<tr>
<td></td>
<td>B-6, B-8, G-16, H-3, H-5</td>
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<tr>
<td></td>
<td>1. CHH Chapter 14: Positive Punishment</td>
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<tr>
<td></td>
<td>2. CHH Chapter 15: Negative Punishment</td>
</tr>
<tr>
<td></td>
<td>1. Quiz 5</td>
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<td></td>
<td>2. Lecture and discussion – Presenters:</td>
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</tbody>
</table>

- Parts 2 and 3 for your behavior change projects**
- Prepare 30-min professional presentation
- Upload presentation file by 2/22 5:59 PM CST
- Complete applicable self-assessment areas
- Reinforcement Video due by 3/8 5:59 PM CST
- Groups:
- Complete applicable self-assessment areas
- Reinforcement-based Behavior Change Techniques in Application Area Paper due by 3/15 5:59 PM CST
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| **3/22** | **Unit 6:** Antecedent-based Behavior-change Techniques B-10, B-12, H-3, G-2, G-4  
1. CHH Chapter 16: Motivating Operations  
2. CHH Chapter 17: Stimulus Control | 3. Review Punishment videos – Groups:  
1. Quiz 6  
2. Lecture and discussion – Presenters:  
3. Review Stimulus control videos – Groups:  
1. Complete applicable self-assessment areas  
3. Antecedent Video due by 3/22 5:59 PM CST  
   a. Groups: |
| **3/29** | No Class – Behavior Change Project Meetings – schedule meeting with Dr. Bergmann |
| **4/5** | **Unit 7:** Imitation, Shaping, and Chaining H-3, G-7, G-8  
1. CHH Chapter 21: Imitation, Modeling, and Observational Learning  
2. CHH Chapter 22: Shaping  
3. CHH Chapter 23: Chaining | 1. Quiz 7  
2. Lecture and discussion – Presenters:  
3. Review Shaping/chaining videos – Groups:  
1. Complete applicable self-assessment areas  
2. Antecedent-based Behavior Change Techniques in Application Area Paper due by 4/5 5:59 PM CST  
3. Shaping/Chaining Video due by 4/5 5:59 PM CST  
   a. Groups: |
| **4/12** | **Unit 8:** Extending Change B-11, B-13, G-17, G-18, G-19, G-20, G-21, G-22, H-3  
1. CHH Chapter 28: Token Economy, Group Contingencies, and Contingency Contracting  
2. CHH Chapter 29: Self-Management  
3. CHH Chapter 30: Generalization and Maintenance of Behavior Change | 1. Quiz 8  
2. Lecture and discussion – Presenters:  
1. Complete applicable self-assessment areas  
2. Shaping/Chaining Behavior Change Techniques in Application Area Paper due by 4/12 5:59 PM CST  
   a. Groups: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Quiz/Lecture/Discussion</th>
<th>Extra Credit Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/19</td>
<td>Unit 9: Compassion in Applied Behavior Analysis H-3</td>
<td>1. Quiz 9</td>
<td>1. Complete applicable self-assessment areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Lecture and discussion</td>
<td>2. Extending Change Behavior Change Techniques in Application Area Paper due by 4/19 5:59 PM CST</td>
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<td>3. Extra credit due by 4/26 11:59 PM CST</td>
</tr>
<tr>
<td>4/26</td>
<td>Behavior Change Symposium H-1, H-6, H-7</td>
<td>1. 5-min presentations</td>
<td>1. Upload copy of your presentation by 4/25 11:59 PM CST</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
<td>2. Completed self-assessment due by 4/26 5:59 PM CST</td>
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<td>3. Extra credit due by 4/26 11:59 PM CST</td>
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