Techniques in Applied Behavior Analysis/BEHV 5150

Instructor Information

**Name:** Samantha (Sam) Bergmann, Ph.D., BCBA-D, LBA (TX), Assistant Professor  
**Pronouns:** she/her/hers  
**Office Location:** CHIL 360F  
**Phone Number:** 940-565-4771  
**Office Hours:** Tuesdays 4:00-5:00 PM CST, email for an appointment outside of scheduled times  
**Email:** sam.bergmann@unt.edu

Course Description, Structure, and Objectives

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).

This course is scheduled for face-to-face delivery. All activities will be designed to be completed in person; however, accommodations will be made pending university guidance and individual illness. We will have one unit per week with approximately five readings assigned. All readings should be completed before class. The course will follow a traditional 15-week semester schedule. There is no final exam. During class, we will have discussion, quizzes, video review with feedback, and opportunities to collaborate with your assigned group. 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. Please limit multitasking (e.g., scrolling on phone, browsing the internet, working on assignments for other classes) while in class.

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 describe the procedures, mechanisms and applications of fundamental behavior change techniques and systems.
5. To review and present the behavior change targets, techniques and procedures, mechanisms for change, and considerations in one application area of behavior analysis over time.
6. To identify, define, measure, and change a socially important behavior and then communicate this process.
7. To assess technique knowledge and competencies and to develop a plan for future progress and development.
8. To define treatment integrity and describe the importance of treatment integrity when applying behavior-change techniques.
9. To describe a compassionate approach to ABA including a reflection on their own repertoire.

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)

Required/Recommended Materials

- Other required readings can be found on the course website on Canvas (unt.instructure.com)
- Podcasts: links on Canvas, available on Apple Podcasts and Spotify
- Microsoft Office
- Technology requirements for courses with digital materials:
  This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and access to a webcam, smartphone, tablet, or digital camera to record and upload videos with sound. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere ([https://online.unt.edu/learn](https://online.unt.edu/learn)).

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 Prerequisites or Other Restrictions

Admission to the Master of Science 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.

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 can behave repeatedly and contact consequences for your behavior. 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.
expect a lot from my students, and, in turn, I try to be an attentive instructor with many opportunities to provide and receive feedback.

**Course Technology & Skills**

**Minimum Technology Requirements**
Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

**Computer Skills & Digital Literacy**
Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Using YouTube
- Accessing podcasts
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

**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.

**UNT IT Help Desk**

**Email:** helpdesk@unt.edu  
**Live Chat:** Helpdesk Live Chat (https://it.unt.edu/helpdesk/chatsupport)  
**Phone:** 940-565-2324  
**In Person:** Sage Hall, Room 330  
**Hours and Availability:** Visit UNT IT Helpdesk (https://it.unt.edu/helpdesk) for up-to-date hours and availability

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

**Rules of Engagement**
Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:
• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

How to Succeed in this Course
Office hours are reserved to help promote your success, please come visit me! If my scheduled time does not work with your schedule, please email me with your availability to arrange a different time. I love helping students and am available to provide feedback, listen to your concerns, and hear other concerns related to your experience as a student.

Please post general course questions in the General Course Questions discussion board on Canvas. I will monitor this board regularly as it is likely that other students will have the same question as you. Email 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, I will inform you of this as soon as possible.

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 Access (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. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.
Your success is important to me. If you need it, please connect with the Office of Disability Access to begin the registering process (https://studentaffairs.unt.edu/office-disability-access).

Supporting Your Success and Creating an Inclusive Learning Environment
I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office hours and let me know. We are all learning together. It can be challenging to give and receive feedback on one’s behavior. I will provide frequent, public feedback on behavior related to course content. This is a crucial skill to acquire in graduate school, and it is one that I continue to work on as a professional.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Group or Individual</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Exam</td>
<td>Individual</td>
<td>6 points</td>
<td>6%</td>
</tr>
<tr>
<td>Knowledge and Skills Assessment</td>
<td>Individual</td>
<td>6 points</td>
<td>6%</td>
</tr>
<tr>
<td>Application Area Presentation and Resource Page</td>
<td>Group</td>
<td>11 points</td>
<td>11%</td>
</tr>
<tr>
<td>Behavior Change Videos</td>
<td>Group</td>
<td>40 points</td>
<td>40%</td>
</tr>
<tr>
<td>• 4 videos @ 10 points ea.</td>
<td>Individual</td>
<td>27 points</td>
<td>27%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Individual</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>• 10 quizzes @ 3 points ea., drop lowest</td>
<td>Individual</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Behavior Change Project</td>
<td>Individual</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>• 1 presentation @ 10 points</td>
<td>Individual</td>
<td>Up to 5 points total</td>
<td>5%</td>
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<tr>
<td>OPTIONAL Extra Credit</td>
<td>Individual</td>
<td>100 points</td>
<td>100%</td>
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<tr>
<td>• Discussion questions</td>
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<td>o 11 weeks possible @ 0.25 points ea.</td>
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<tr>
<td>• Podcasts</td>
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<td>o 5 possible @ 1 point ea.</td>
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Course Requirements

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

- **Mock Exam (6 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.
  - [https://www.studyaba.com/bcba-practice-exam/](https://www.studyaba.com/bcba-practice-exam/)
  - Students should take Mock Exam – Version A
  - *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 (6 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, 11 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 (targets for behavior change) and methods for data collection and analysis
    - Considerations for evidence-based practice and social validity
    - Examples of peer-reviewed research (with citations)
    - Introduction to your mock organization, client(s), and stakeholders
  - In addition to the presentation, each group will prepare one-page resources sheet to share with classmates.
    - The resources page should include APA-formatted references to “essential” readings about the application area
    - The resources page can also include links to other electronic resources like YouTube videos, podcasts, etc.
    - Resources pages should be uploaded to Canvas
  - Each group will have about 20 min to present and should expect extensive instructor commentary and class discussion.
  - *The points for this activity are based completion of each of the above areas with accuracy, coherence, and professionalism.*
Presentations must be uploaded to Canvas before class.

- **Video Training Modules (Group, 4 @ 10 points each, 40 points total):** As a group, you will complete four 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, mock organization, and mock “client.”
  - 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 problem/area (data, conceptualization, wisdom)
    - at least three research studies with citations
  - 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.
  - Illustration of meaningfulness, effectiveness, accuracy, informed consent, and dignity are production priorities.
  - Each group will have about 15 min to present and should expect extensive instructor commentary and class discussion.
  - The points for this activity are based on completion of each of the above areas with accuracy, coherence, aesthetic appeal, clarity, responsiveness to feedback, and professionalism.

- **Behavior-Change Project (10 points):** Individually, students will select a socially important behavior to improve in their own life. 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 10 min to present their project.
  - 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 peer-reviewed literature used to guide the project
    - 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.

- **Quizzes (10 @ 3 points each, drop lowest, 27 points total):** Questions on the assigned readings will be administered at the beginning of class. You may bring one 3x5 notecard with you to use
on the quiz. Both sides may be filled out with notes. No other materials may be used when taking the quiz.

- Quizzes will be a mix of open-ended and multiple-choice questions
- The points for this activity are based on accuracy.

- Extra Credit (up to 5 points): Discussion Questions and Podcast Summaries and Reflections
  - You can 0.25 extra credit points by submitting one discussion question for a week of assigned readings. For example, if you submit one discussion questions on Canvas for the Dimensions of ABA readings, 0.25 points will be added to your extra credit. Please see description on Canvas for question requirements.
    - You may complete this for 11 weeks of content. It is possible to earn 2.75 extra credit points for discussion questions.
  - You can earn 1 extra credit point by summarizing and reflecting on a behavior analytic podcast. You must find podcast episodes that differ from those assigned in class or in departmental labs. The topic of the podcast must be related to a topic covered in class.
    - You should provide a brief summary of the podcast (no more than ½ page, do not quote the podcast, this should be your summary) and reflect on the topic based on class discussions, your experience, etc.
    - Two pages (not including reference page), double spaced, 1-in margins. Arial size 11, Calibri size 11, or Times New Roman size 12.
    - You may complete this for 5 podcasts, worth up to 5 points.

Course Policies

Attendance and Participation
I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me. There may be some flexibility we can offer to support your academic success.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (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 Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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 evaluations will be available from April 18th until May 5th.
**Class Participation**

Class participation is expected in all aspects of the course. This includes contributing to discussions, observing classmates’ work, and providing feedback, asking questions, participating in other activities, and meeting with group members outside of class. 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.

**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 me 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 in writing. You may bring one 3x5 notecard with you to use during the quiz. No other materials can be accessed during the quiz. The lowest quiz score will be dropped. In the event that you are ill and must miss multiple classes, please contact me to discuss alternative options for quizzes.

**Grade Disputes**

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).

**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, .ppt, .pptx, or PDF. Videos should be links to YouTube videos or video files uploaded to Canvas.

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.
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 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

Academic Integrity

Academic Integrity Standards and Consequences. According to UNT Policy 06.003 (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf), 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.

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 in this course has specified individual and group work. Individual work must be completed on your own. All assignments 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.

You are responsible for reading and understanding the UNT Student Academic Integrity Policy (https://policy.unt.edu/policy/06-003).

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 (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.
## Course Schedule


<table>
<thead>
<tr>
<th>Date</th>
<th>BACB 5th Task List</th>
<th>Assigned Readings</th>
<th>Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Course Introduction and Overview</td>
<td>1. Syllabus 2. Read the ABA Subspeciality Area fact sheets and/or watch videos of areas that interest you: <a href="https://www.bacb.com/about-behavior-analysis/">https://www.bacb.com/about-behavior-analysis/</a></td>
<td>1. Review syllabus 2. Introduction to projects 3. Form project groups</td>
<td>1. <strong>MOCK EXAM DUE IN 2 WEEKS! Plan ahead with about 3 hrs in front of a computer with good, reliable internet connection</strong></td>
</tr>
</tbody>
</table>
2/14 Evidence-based Practice (EBP) in Behavior Analysis A-4, H-2, H-3, F-3

<table>
<thead>
<tr>
<th>Evidence-based Practice (EBP) in Behavior Analysis A-4, H-2, H-3, F-3</th>
<th>Project Discussion</th>
<th>3. Select target behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Western Michigan University Autism Center of Excellence Evidence-based Practice video: <a href="https://wmuace.com/videos/evidence-based-practice">https://wmuace.com/videos/evidence-based-practice</a></td>
<td>3. Work on group presentation</td>
<td>3. Develop operational definition(s), observation and measurement system, and collect baseline data for behavior-change project. **It will be helpful</td>
</tr>
</tbody>
</table>


| 2/21 | Application Area Presentations | None | 1. 20-min presentation | 1. Upload presentation and resource page by 2/21 5:59 PM CST |
|      |                               |      |                      |                                                           |

**Unit 2: Behavior-Change Techniques**

| 2/28 | Reinforcement-based Behavior-change Techniques B-4, B-5, B-7, B-8, H-3, H-5, G-1 | 1. CHH Chapter 11: Positive Reinforcement  
2. CHH Chapter 12: Negative Reinforcement  
3. CHH Chapter 13: Reinforcement Schedules | 1. Quiz 4  
2. Discussion  
3. Show video examples, plan for first video. | 1. Complete applicable self-assessment areas |
|      |                               |      |                      |                                                           |

| 3/7  | Punishment-based Behavior change Techniques B-6, B-8, G-16, H-3, H-5 | 1. CHH Chapter 14: Positive Punishment  
2. CHH Chapter 15: Negative Punishment | 1. Review Reinforcement videos  
2. Quiz 5  
3. Discussion | 1. Complete applicable self-assessment areas  
2. Reinforcement Video due by 3/7 5:59 PM CST |
|      |                               |      |                      |                                                           |

| 3/14 | NO CLASS: Spring Break |      |                      |                                                           |
|      |                               |      |                      |                                                           |

2. CHH Chapter 17: Stimulus Control  
3. CHH Chapter 26: Antecedent Interventions | 1. Review Punishment videos  
2. Quiz 6  
3. Discussion | 1. Complete applicable self-assessment areas  
2. Punishment Video due by 3/21 5:59 PM CST |
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<tr>
<th>3/28</th>
<th>Individual Behavior Change Project Meetings – sign up for time with Dr. Bergmann</th>
</tr>
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</table>
2. CHH Chapter 22: Shaping  
3. CHH Chapter 23: Chaining | 1. Review Antecedent videos  
2. Quiz 7  
3. Discussion | 1. Complete applicable self-assessment areas  
2. Antecedent Video due by 4/4 5:59 PM CST |
2. CHH Chapter 29: Self-Management  
3. CHH Chapter 30: Generalization and Maintenance of Behavior Change | 1. Review Shaping/chaining videos  
2. Quiz 8  
3. Discussion | 1. Complete applicable self-assessment areas  
2. Shaping/Chaining Video due by 4/11 5:59 PM CST |

**Unit 3: Beyond Behavior-Change Techniques**

2. Quiz 9  
3. Discussion | 1. Complete applicable self-assessment areas  
2. Extending Change Video due by 4/18 5:59 PM CST |
### 4/25
**Assessment-based Interventions F-4**

2. BAPCast Episode Season 2 Episode 7 “A tutorial for the design and use of assessment-based instruction in practice with Tiffany Kodak.

### 5/2
**Compassion in Applied Behavior Analysis H-3**


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1. **Quiz 10**
2. Discussion

1. Complete applicable self-assessment areas

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1. **Discussion**
2. Extra credit due by 5/2 5:59 PM CST
and therapeutic relationships with caregivers. *Behavior Analysis in Practice, 13*, 387-393.


| 5/9 | Behavior Change Symposium H-1, H-6, H-7 | None | 1. 10-min presentations | 1. Upload copy of your presentation by 5/9 5:59 PM CST
2. Completed self-assessment due by 5/9 5:59 PM CST |

*Note: students will be notified by Eagle Alert if there is a campus closing that will impact a class and the calendar is subject to change* [Emergency Notifications and Procedures Policy (PDF)](https://www.unt.edu/offices/it/distance-education)