

BEHV 5910: Application of Fundamental Elements and Systems in Behavioral Interventions Spring 2020 Course Syllabus

Course Description

This course has been designed to provide beginning students with an introduction to the application of fundamental elements and systems for behavior change. Students will be provided with a context for behavior change that includes learning overarching goals, conceptual foundations, and bases of evidence. Students will learn to identify procedures in isolation and within integrated behavior change systems. Finally, students will learn to demonstrate procedures under simulation conditions.

Course Prerequisites

BEHV 5130 Basic Behavioral Principles

BEHV 5150 Techniques

Can be taken concurrently with some or all three of the 5900 courses

Instructor Information

Sandy Magee, M.S., BCBA, is the course instructor. To learn more about your instructor, please see the Home page in your course. Sandy will answer questions about course content and technology and provide requested tutoring. All correspondence regarding course material or questions should be sent to behv5910f@unt.edu. ***Include your EUID and the activity name in the subject field of your message when you are asking about a specific activity.*** Students can expect a response within 24 hours during business days.

Assistance

If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5910f@unt.edu. Include your EUID and the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen. If you believe Canvas is experiencing an outage, please go to the [Canvas Status page](#) to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please email behvDLinfo@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.

Fundamentals Objectives and Learning Competencies

Week	Topic	Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1-3	Understanding the context for behavior change	C-02, D-01, D-04, D-15, E-01, G-02, G-05, FK-01, FK-03-09, FK-14-16, FK 18, FK-21	<p>The general goals of behavior change programs</p> <p>How elements and systems fit conceptually within the three-term contingency</p> <p>The role of evidence in selecting and using procedures</p>	Study questions, interactive assessments	Video Introduction, Quizzes, Lectures, A&T CH 1 & 2, ATS Introduction to Applied Behavior Analysis, Increasing Behavior, Behavioral Challenges of Autism, Decreasing Behavior, Behavior Reduction: Punishment, Working with Families of Individuals with Autism.
4-6	Identifying and practicing reinforcement-based procedures	A-09-11, C-01, D-02, D-20, E-12, F-02, G-06-7, I-05 I-07,, J-02, J-04, J-06-10, J-15, K-01 K-07, FK-21, FK-34	<p>The role of assessment (skills, preferences, function, stimulus control) in developing procedures</p> <p>The importance of supervision in implementing and modifying behavior change procedures</p>	Study questions, interactive assessments	<p>Quizzes, Lecture, ATS Ethical Dilemmas and Decisions in ABA, Ethical Considerations for Staff Supervision, Functional Assessment and BIPs, Maintaining Client Dignity, Recent Advancements in ABA Intervention, Guidelines for Effective Documentation, Data Collection, Behavior and Decisions, Reinforcement Schedules.</p> <p>Students will submit a video demonstrating reinforcement-based procedures and participate in group discussion evaluating quality of other video demonstrations. Students will also provide corrective feedback on video demonstrations selected by the course instructor.</p>
7-9	Identifying and practicing antecedent based and shaping procedures	B-01, B-03-09, FK-10-11, FK-24	<p>Ethical issues involved in the use of behavior change procedures</p> <p>Components of reinforcement-based procedures</p>	Study questions, interactive assessments	<p>Quizzes, Lecture, A&T CH 10, ATS Single-Subject Research Designs in Clinical Practice, Session Delivery, Disabilities Overview, Intellectual Disability Overview, Stimulus Control.</p> <p>Students will submit a video demonstrating prompt & prompt fading procedures and participate in group discussion evaluating quality of other video</p>
10-12	Integrating and practicing specialized and supporting procedures	D-03, D-05-6, C-02-3, D-17-19, D-21, E-02-05, E-13, F-01, FK-21	<p>Applications and practice of reinforcement-based procedures.</p> <p>Components of antecedent based and shaping procedures stimulus equivalence procedures.</p> <p>Applications and practice of antecedent based and shaping procedures.</p>	Study questions, interactive assessments	A&T CH 8, 11-13, Quizzes, Lecture, ATS Teaching Receptive Language, Shaping & Chaining, Imitation and Joint Attention, Teaching Expressive Language.
13-15	Integrating procedures: behavior change systems	D-08-14, F-03, F-06-07, J-11-14, FK-25, FK-36-37, FK-43-46	<p>Differentiate between formal properties and functional properties of language. Define verbal behavior & verbal operant. Using examples, determine the classification of verbal operants and explain how these terms can be used in the analysis of complex verbal behavior. Identify and discuss functional units of verbal behavior.</p> <p>Identify and discuss how viewing language as a learned behavior changes how clinicians and researchers approach problems related to language.</p> <p>Components of specialized and supporting procedures.</p> <p>Components of behavior change systems including core systems, discrete trial, and discrete trial/ naturalistic.</p>	Study questions, interactive assessments	<p>Quizzes, Lecture, A&T CH 10.</p> <p>Students will submit a video demonstrating Mand, Tact, and Intraverbal teaching procedures and participate in group discussion evaluating quality of other video demonstrations. Students will also provide corrective feedback on video demonstrations selected by the course instructor.</p> <p>ATS Discrete Trial Instruction - Part 1 & 2, Naturalistic Teaching Strategies, Safety Skills for Children with ASD, Transitioning into Adulthood.</p> <p>Students will submit a video demonstrating Discrete Trial/Naturalistic Instruction procedures.</p>
Final Week	Integrating Procedures: Behavior change systems	F-03	Practice integrating elements of behavior change systems including core systems, discrete trial, and discrete trial/naturalistic	Interactive assessment	Students will participate in a group discussion evaluating the quality of DTT and NAT video demonstrations. Students will provide corrective feedback on video procedures.

BACB Course Hours

Content is based on the 4th edition BACB Task List. This course specifically covers the following academic requirements for the BCaBA certification exam: 5 hours of identification, 30 hours of fundamental elements of behavior change, 5 hours of considerations in behavioral interventions, and 5 hours of discretionary studies. For more information on the Approved Course Sequences 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 a wide variety of interactive activities that you will complete on the course menu. Additional effort includes group discussions and submitting student made demonstration videos.

Required Textbooks

Alberto, P.A. & Troutman, A.C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Relias (Producer). (n.d.) *ABA review* [Video collection]. Available from <https://unt.training.reliaslearning.com>

- You can purchase the video collection [on our website](#).

Course Activities

Study Guides

Study Guides in this course cover material from the syllabus, the course overview presentation for each of the 5 modules, and the Alberto and Troutman chapters. The study guides consist of multiple-choice and true/false questions. You are allowed 3 attempts for each study guide and your highest score is applied to your grade.

The Study Guide questions may have multiple correct answers or only one correct answer. On all multiple-choice 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.

Video Submissions

Except for the first video assignment, in which you introduce yourself to the instructor and your fellow students, video assignments will be student behavior change demonstrations. Students will submit a video demonstrating the behavior change technique learned in the module. Rubrics outlining the requirements of these submissions are included with every assignment. Videos are easily uploaded and incorporated via YouTube. Information about how to upload videos can be found in the instructions for each assignment. Videos require some form of narration that will be used to determine that the student understands the techniques and concepts of behavior change they are demonstrating in the video. This narration can be made separately in a Word document and copied and pasted into the submission box along with your YouTube link, or by vocally narrating the video as it is made. Video assignments have firm due dates so please refer to the course calendar to make sure your assignment is submitted on time. The Syllabus link on

the Course Menu lists the dates when each assignment is due or you can view the Calendar in the Global Navigation Menu.

*Although we have put protections into place, there is a chance that your video could become public. For this reason, please be thoughtful about what information you choose to include. Do not include information that could be embarrassing or otherwise problematic if it were to become public. Additionally, be careful to not include any identifying information about individuals that you serve or supervise, either currently or in the past.

ATS

This course incorporates material from RELIAS LEARNING including lectures, videos, and comprehension questions and quizzes. The Online Video Textbook can be purchased [on our website](#). Students will message the instructor a copy of their proof of purchase to have their account activated. Students will then access RELIAS LEARNING via its [website](#) using the username and password we provide. All students are required to purchase this text. Screen shots and/or certificates of completion are to be submitted on Canvas for each ATS activity.

Group Discussions

All modules involve group practice sessions and a simulation exercise. Using Skype or Citrix GoToMeeting, students will participate in online group conferencing with their fellow students and course instructor. During this time, students will be able to demonstrate and discuss their submissions for the Behavior Change Demonstration assignments, as well as receive valuable feedback that should be incorporated into their final submission.

The instructor will provide various dates and times for group discussion sessions on Canvas under each Discussion activity, and students may be required to sign up ahead of time. The instructor will contact students with further information about signing up.

Course Etiquette

Collaboration and civility are core values in the practice of behavior analysis.

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment.
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. BAO is 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.

If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an "F" in the course. If you plagiarized in more than one course, you will be dropped from the program.

You are responsible for reading and understanding the [Academic Integrity Policy](#) (also 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.** 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 activities that are due at the end of the semester.** That means that each activity, except 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 have access to it. There will be no exceptions to this. 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 have completed the entire course by the course deadline.** Again, it is best to work ahead of schedule whenever possible in case of emergencies or other events that might make it difficult to meet a deadline.

Course Grades

The grading system and feedback are designed for student 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 two weeks* on video and ATS assignments.
- Each activity in the course has a given number of points that can be earned. These points are indicated underneath each activity.
- The Grades link on the left side of your screen will provide you with an up to date summary of points earned and the proportion and percentage conversions. Select "Calculate based only on graded assignments" if you would like to see how well you have performed on the assignments you have already completed. Or, deselect this option to see the percentage of total course points that have been earned so far.
 - We recommend using the first option (selecting "Calculate based only on graded assignments") for the majority of the course, as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, we recommend that you deselect that option and look at your overall grade in the course as this will help you determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
 - Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a 0 in the grade book. If the assignment is then completed during the grace period, your grade will be updated to reflect what you scored on the assignment.

- Grades for the course are based on the percentage of possible points that a student earns:
 - **A = 92-100%**
 - **B = 85-91.9%**
 - **C = 77-84.9%**
 - **F = below 77%**

Course Credit

Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. To fulfill Graduate School and BEHV Continuing Education requirements, course grade must be a B or higher.

Course Design

Christina Nord, M.S. & Shahla Ala'i, Ph.D., BCBA-D designed this course. Our awesome staff conduct testing and reliability on course activities.

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All activities in the course are copyrighted by UNT Behavior Analysis Online and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, *ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters with students during an arranged appointment time to protect the privacy of the student. For additional information see the [Office of Disability Accommodation website](#). You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students Enrolled in a UNT Degree Program

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to 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.

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