behavior analysis online

BEHV 5170: Research and Applications in Behavior Analysis

Spring 2018 Course Syllabus

Course Description

This course features the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. The course is divided into four modules: 1) Graphical Presentation and Interpretation of Behavioral Data, 2) Analyzing Behavior Change, 3) Ethical Considerations in Planning and Evaluating Research, and 4) Research in Various Application Areas. Within each module, we have invited guest lecturers to speak on some aspect of the topic. A variety of readings will complement, contrast, extend, or emphasize the speaker's presentation. Student activities include viewing lectures, reading articles and chapters, and answering study questions. Finally, students will integrate and discuss modules in the course and complete a comprehensive assessment.

Course Prerequisites

BEHV 5130 Basic Behavioral Principles Parts 1 & 2
BEHV 5150 Techniques

Instructor Information

Sandy Magee, MS, BCBA, is the course instructor. To learn more about your instructor, please see our BAO Welcome Page. Mariah Hope, BS, is the Teaching Assistant. Mariah will answer questions about course content and technology, and provide requested tutoring. All correspondence should be sent to behv5170@unt.edu. ***Include your EUID and the activity number in the subject field of your email when you are asking about a specific activity***. Students can expect a response within 24 hours during business days. We have on-call course administrators for technical emergencies (e.g., outages) on weekends and holidays.

BACB Course Hours

Content is based on the 4th edition BACB Task. This course specifically covers the following academic requirements for the BCBA certification exam: 5 hours of concepts and principles, 10 hours of measurement, 10 hours of experimental design, 10 hours of behavior change procedures, and 10 hours of considerations in intervention and behavior change. For more information on the Approved Course Sequences distribution, consult the BAO ACS grid.

Research and Applications Course Objectives and Learning Competencies

Week	Topic	Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Constructing and Interpreting Graphic Displays of Behavioral Data	*A-10-12, H-4-5,* I-5, J-15, K-7	Design, plot, and interpret data.	Interactive Assessments	Video Introduction, Quizzes, Lecture, Fluency, Terms & Graphing Exercises
2	Analyzing Behavior Change	*A-09-11, B-02, D-17, D-20, I-05, J-15, K-07, FK-21, FK-34*	Describe Basic Assumptions and Strategies	Interactive Assessments	Identify Experimental Designs. Plan & Evaluate ABA Research
3	Experimental Design 1	*A-09-11, B-02, D-17, D-20, I-05, J-15 K-07, FK-21, FK-34*	Reversal, Multiple Baseline, Changing Criterion and Alternating Treatments Designs	Interactive Assessments	Analyze the effects of a variety of IVs variables, select appropriate experimental tactics, discuss elements of baseline logic, identify practical and ethical considerations in using various experimental designs
4	Experimental Design 2	*A-09-11, B-02, D-17, D-20, I-05, J-15, K-07, FK-21, FK-34*	Analyze Research & Interpret Graphed Data	Interactive Assessments	Read & Analyze ExpDesign Articles Answer Essay, fill-in-the-blank, multiple choice, and/or matching questions
5	Planning and Evaluating Applied Behavior Analysis Research Ethics in ABA APA References	*B-01-09 E-01 FK-09 J-08-15*	Explain the importance of the individual subject, the value of a flexible experimental design, and the importance of identifying and controlling the variables that contribute to the validity and reliability of research Describe ethical considerations Use APA style formatting	Interactive Assessments	Answer short-answer fill-in-the-blank, multiple-choice, or true/false questions Written application exercises

6	Schedules of Reinforcement	*D-02* *D-20* *FK-21*	Define schedule of reinforcement, continuous reinforcement, & intermittent reinforcement. Identify the importance of naturally occurring reinforcement & the two main intermittent schedules of reinforcement. Compare and contrast fixed and variable ratio schedules. Explain the fixed ratio schedule consistency of performance, phenomenon of a post-reinforcement pause & a variable ratio. Explain and describe fixed interval schedules of reinforcement, variable interval schedules of reinforcement & variables associated with "ratio strain." Identify four variations of basic intermittent schedules of reinforcement.	Interactive Assessments	Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching questions. Short-answer fill-in-the-blank, multiple-choice, or true/false and essay questions. Recognize schedules of reinforcement from examples and in nature.
7	Motivating Operations	*FK-12* *FK24-31,* *FK-34* *FK-41-42*	Describe MOs, Stimulus Control, Conditional Discrimination, Stimulus Equivalence, Rules and Contingencies. Identify examples of each.	Interactive Assessments	Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching questions. Short-answer fill-in-the-blank, multiple-choice, or true/false questions. Answer Essay Questions
8	Stimulus Control	*D-21,* *E-01-02,* *J-11,* *FK-11* *FK-24-27* *FK-29-30*	Define and provide examples of stimuli and stimulus classes, stimulus control. establishing operations, stimulus generalization and stimulus discrimination. Explain how stimulus control and stimulus generalization are used to produce concept formation. Describe how to use response and stimulus prompts to establish stimulus control & stimulus prompt fading to transfer stimulus control to the relevant stimulus.	Interactive Assessments	Interactive Text Activities, Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching questions. Answer Essay Questions
9	Conditional Discrimination & Stimulus Equivalence	*E-06,* *FK-12,* *FK-34-37*	Explain how differential reinforcement is used to establish stimulus control (i.e., discrimination training procedures). Define and give examples of stimulus equivalence procedures.	Interactive Assessments	Interactive Text Activities, Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching
10	Rules & Contingencies	*FK-41-42*	Discuss rules as function-altering, contingency-specifying stimuli. Describe rules and distinguish between rule-governed behavior & contingency-shaped behavior. Describe and discuss problem solving in behavior analytic terms including rules and contingencies.	Interactive Assessments	Problem Solving, Rules: Function-Altering CSSs Answer essay, fill-in-the-blank, multiple choice, and/or matching questions

11	Verbal Behavior	*D-09, FK-43-46*	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. Identify and discuss how viewing language as a learned behavior changes how clinicians and researchers approach problems related to language.	Interactive Assessments	Interactive Text Activities, Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching Answer Essay Questions
12	Generalization & Behavioral Contrast	*E-07, FK-36-38. J-11-14*	Define and provide examples of the different basic forms of generalized behavior change and different undesirable types of generalized behavior change. Discuss planning techniques for generalized behavior change and how to modify and terminate successful interventions. List and discuss strategies and tactics for promoting generalized behavior change. Name and discuss the guiding principles for promoting generalized outcomes. Define behavioral contrast and explain the changes in behavior associated with changes in conditions, amount, frequency, or nature of reinforcement delivery. Discuss the differences between positive and negative contrast.	Interactive Assessments	Interactive Text Activities, Given a definition, fill the term in the blank. Fill-in-the-blank, multiple choice, and/or matching Answer Essay Questions
13	FINAL EXAM	*A-09-11 B-02, D-09. D-1, D-21, E-01-02, E-06, I-05, J-15. K-07, FK-11-12, FK-21, FK-24-27, FK-29-30, FK 34-37, FK-41-42, FK-43-46*	CUMULATIVE ASSESSMENT	FINAL	
14	BACB Task LIST		Apply-W		
Final Week	Research Project Research & Applications		Integrate course components and apply this knowledge to create a unique research proposal		Final Integration and Application Project and Presentation

Course Instructions

The tab, Instructions, on the course menu page leads to an overview of the instructions for the course. Click the Instructions link and read the instructions before you start the course and whenever you have questions about course content or how to do something. If reading the Instructions and checking the specific activity instructions does not help, please email us.

Required Textbook

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

Course Activities for BEHV 5170: Research and Applications in Behavior Analysis

Readings, Lectures, and Study Guides

Each module contains lectures, journal articles, and book chapters selected by the course instructor. All readings are listed at the end of this syllabus and can be found in the Course Menu. Each lecture and reading has a corresponding set of study guide questions. Each study guide consists mainly of multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings when answering the questions.* You will receive full points for these activities when you achieve the **mastery criterion** (a high level of accuracy). Please note that the system does not record the highest score of your attempts, but rather the last score that you earned.

Study guides will be used for two types of activities:

Lectures – Lectures are given by noted professionals in the field. These lectures address some portion of the content for the module and are meant to compliment the readings. You will watch each of the lectures and answer the study guide questions for that lecture.

Readings – Each module contains a list of journal articles or book chapters selected by the course instructors. These are required readings. You will read each article and answer the corresponding study guide questions. These are readings are available on the Course Menu.

Interactive and Demonstration Movies

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

Study Questions and Quizzes

These activities provide the student an opportunity to practice what they have learned in the readings and/or movies within the context of multiple choice, matching, and fill-in-the-blank questions. Practice activities allow several opportunities to respond correctly to strengthen your competence with the information. On multiple attempt quizzes the highest score you earn will be applied to your grade. The exams provide only one opportunity and are designed to test knowledge (no multiple attempts).

Applied and Written Assignments

These activities provide an opportunity to apply what you've learned in the course readings to real-world situations. Specific instructions for each written assignment will be under the specific activity in the Course Menu. Using the activity instructions, you will upload written assignments to the Turn It In website for evaluation and credit. Please see the course Calendar for assignment DEADLINES. ***Assignments will not be accepted after the specified deadlines.***

Integration Assessment

You can only submit the integration assignment after you have completed all the modules. If the modules were not completed, no grade will be assigned.

The integration assignments are designed to help the student pull together the information from each module into a meaningful applied context. Directions, a rubric, checklist, and template are provided for the integration essay. Review the integration assignment materials BEFORE you start the readings and lectures. This will orient you to the expectations for this assignment and help you attend properly to the information in the lectures and readings.

The primary goal is to demonstrate that you are able to **integrate** the information presented in course lectures and readings. Therefore, your responses should be drawn from all of the lectures and readings for each module. Outside content should not be included (e.g., websites, brochures, training manuals, lay periodicals, textbooks, or other books). Be sure to read articles and watch lectures for each module BEFORE you write the paper. To demonstrate an ability to integrate the information, it will be important to refrain from using quotes, extensive definitions of terms, and/or lists of information from your sources. Instead, concisely put the most relevant information into your own words, being certain to sufficiently address each assigned topic. Citations and references should be provided to support and document each source of information.

You will submit your Integration Assignments through the Turn It In website. Information regarding how to submit through Turn It In can be found in the Instructions button on the Course Menu.

Grading will begin on the due date. Grades will be posted to the course page within *two weeks* after the due date. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, supporting citations and references for responses, and the clarity of the answer. Students must work independently and use your own thoughts and words.

Technology Requirements and Tech Help

The tab, TechHelp, on the course web page leads to a description of the course technology, including problems and solutions. Click the TechHelp link before you start the course and whenever you have questions about how to interface with the technology. If referring to TechHelp does not help, email us.

Course Etiquette

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

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

- Be kind, polite, and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!

- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment. For general "netiquette" rules, you can refer to sources such as this: http://www.albion.com/netiquette/corerules.html
- 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.

TURN IT IN will systematically detect any 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 for Readings and Written Assignments and the UNT Student Academic Integrity Policy*****

Feedback to BAO

Your feedback is very important to us and we use it to make decisions about course improvements. We have two formal ways to receive your feedback:

1) Each activity contains an opportunity to rate your response and provide comments relevant to that activity. Ratings are made using emojis. Just click and we will see what you think!

2) Feedback will also be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

Course Calendar and Timelines

For regular track, the Calendar on the course home page lists the topics, dates, and activities when students should *begin and complete* working on each topic to be progressing at a satisfactory rate.

- Please see the course Calendar for assignment **DEADLINES** and make a notation of these deadlines in your personal calendar. Deadlines will also be noted on your personal student dashboard.
- **Please complete the first two activities of the course during the first week of the semester.** If you have any technical difficulties getting started or completing any of the different types of activities, please email behv5170@unt.edu and let us know.
- ***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.
- **No incompletes will be given.**

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. You must earn a "B" or better before proceeding 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 online activities and will have feedback *within two weeks* on all TURN IT IN activities.
- Each activity in the course has a given number of points that can be earned. These points are indicated on the Course Menu.
- The Course Menu and your personalized student dashboard, My Dashboard, will provide you with an up to date summary of points earned and the proportion and percentage conversions.
- Grades for the course are based on the percentage of possible points that a student earns: **92-100%=A, 85-91.9%=B,** 77-84.9%=C, below 77%=F. Total points are what ultimately determine your grade. Points necessary for each letter grade are posted on the My Dashboard tab of the Course Menu.

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. At the end of the final week of the course, points will be tallied and each student will receive a course grade that is consistent with the number of points earned at that time. ***No incompletes will be given.***

Course Design

Shahla Alai-Rosales, Ph.D., BCBA-D and Kenda Morrison, Ph.D., BCBA-D, designed this course. Additionally, Sigrid Glenn, Ph.D., designed several activities. Leslie Burkett, Ph.D and Cliff Whitworth, Ph.D. developed the software programs for course delivery. Amanda Besner, B.A. assisted with both assessment questions. The awesome BAO Team conducts testing and reliability on course activities.

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Accommodations

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

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

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

Assistance

If you require help registering for this or another BAO course, please contact Laura Davis at BEHVDLINFO@unt.edu.

If you need help receiving your course grade or other administrative matters, please contact BAO Course Administrator, Brook Wheetley at Brook.Wheetley@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.

You can contact BAO Student Support at any time for advice and assistance.

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

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

1/15/04 Rev. 12/30/2017

Course Reading and Lecture List

BEHV 5170 Research and Applications

Blakely, E., & Schlinger, H. (1987). Rules: Function-altering contingency-specifying stimuli. *The Behavior Analyst, 10,* 183-187. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2742237/pdf/behavan00061-0041.pdf

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

Cowley, B. J., Green, G., & Braunling-McMorrow, D. (1992). Using stimulus equivalence procedures to teach name-face matching to adults with brain injuries. *Journal of Applied Behavior Analysis, 25, 461*-475. doi:10.1901/jaba.1992.25-461

Dixon, L. S. (1981). A functional analysis of photo-object matching skills of severely retarded adolescents. *Journal of Applied Behavior Analysis, 14,* 465-478. doi:10.1901/jaba.1981.14-465

Halle, J. W., & Holt, B. (1991). Assessing stimulus control in natural settings: An analysis of stimuli that acquire control during training. *Journal of Applied Behavior Analysis, 24,* 579-589. doi:10.1901/jaba.1991.24-579

Kelly, L. M., Jarvie, G. J., Middlebrook, J. L, McNeer, M. F., & Drabman, R. S. (1984). Decreasing burned children's pain behavior: impacting the trauma of hydrotherapy. *Journal of Applied Behavior Analysis, 17,* 147-158. doi:10.1901/jaba.1984.17-147

Kohler, F. W., & Greenwood, C. R. (1986). Toward a technology of generalization: The identification of natural contingencies of reinforcement. *The Behavior Analyst,* 9, 19-26. https://media.bao.unt.edu/5170/readings/KOHLER.pdf

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Mace, C. M., & Belfiore, P. (1990). Behavioral momentum in the treatment of escape-motivated stereotypy. *Journal of Applied Behavior Analysis, 23,* 507-514. doi:10.1901/jaba.1990.23-507

McDowell, J. J. (1988). Matching theory in natural human environments. *The Behavior Analyst, 11,* 95-109. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2741957/pdf/behavan00059-0003.pdf

Miguel, C. F., & Kobari-Wright, V. V. (2013). The effects of tact training on the emergence of categorization and listener behavior in children with autism. *Journal of Applied Behavior Analysis, 46,* 669-673. doi:10.1002/jaba.62

Schlinger, H. & Blakely, E. (1987). Function-altering effects of contingency-specifying stimuli. *The Behavior Analyst, 10,* 41-45. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2741931/pdf/behavan00060-0043.pdf

Sidman, M. (2007). The analysis of behavior: What's in it for us? *Journal of the Experimental Analysis of Behavior, 87,* 309-316. doi:10.1901/jeab.2007.82-06

Sisson, L. A., & Barret, R. P. (1984). An alternating treatments comparison of oral and total communication training with minimally verbal retarded children. *Journal of Applied Behavior Analysis, 17,* 559-566. doi:10.1901/jaba.1984.17-559

Skinner, B. F. (1969). An operant analysis of problem solving. In *Contingencies of Reinforcement* (pp. 133-171). New York: Appleton-Century-Crofts.

Smith, L. D., Best, L. A., Stubbs, D. A, Archibald, A. B, & Roberson-Nay, R. (2002). Constructing knowledge: The role of graphs and tables in hard and soft psychology. *American Psychologist, 57,* 749-761. doi:10.1037//0003-066X.57.10.749

Society for the Quantitative Analyses of Behavior. (2015, April 9th). *Murray Sidman, "the scientist/practitioner in behavior analysis: A case study" SQAB* [Video file]. Retrieved from https://www.youtube.com/watch?v=n6YxnRsU4Bs

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10,* 349-367. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1311194/pdf/jaba00113-0179.pdf

Striefel, S., Bryan, K. S., & Aikins, D. A. (1974). Transfer of stimulus control from motor to verbal stimuli. *Journal of Applied Behavior Analysis, 7, 123*-135. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1311656/pdf/jaba00059-0124.pdf

Wahler, R. G., Vigilante, V. A., & Strand, P. S. (2004). Generalization in a child's oppositional behavior across home and school settings. *Journal of Applied Behavior Analysis, 37,* 43-51. doi:10.1901/jaba.2004.37-43