Course Description
The goal of this course is to teach you how to discover the function of problem behavior occurring in public school classrooms, using direct observation to obtain baseline data, then conducting a functional analysis to determine the antecedents that evoke and consequences that maintain that problem behavior. Next, we design and implement effective interventions based on the outcome of the functional analysis. You will be observing behavior--via movies--depicting an example of problematic classroom behavior that prompts the classroom teacher to request behavior analytic services.

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. Brook Wheeley is the course administrator. She will answer questions about course content and technology, and provide requested tutoring. All correspondence should be sent to behv5900@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 support for technology emergencies on weekends and holidays.

BACB Course Hours
Content is based on the 4th edition BACB Task List. This course specifically covers the following academic requirements for the BCBA/BCaBA certification exam: 10 hours of identification and 5 hours of implementation, management, and supervision. For more information on the Approved Course Sequences distribution, consult the BAO ACS 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 reading and a written project.
### Functional Analysis Course Objectives and Learning Competencies

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<th>Week</th>
<th>Topic</th>
<th>Task List Items</th>
<th>Learning Outcomes</th>
<th>Component Assessments</th>
<th>Integration and Application Assessments</th>
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<tr>
<td>1</td>
<td>Understanding the function of problem behavior occurring in public school classrooms</td>
<td>E-01, G-03, G-04, G-05, G-06, G-08, I-03, I-04</td>
<td>Students will identify, discuss, and/or describe: Methods for determining the function of problem behaviors in the public-school setting</td>
<td>Study questions, interactive assessments</td>
<td>Journal Article readings &amp; review questions</td>
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<td>2</td>
<td>Understanding the function of problem behavior occurring in public school classrooms</td>
<td>E-01, G-03, G-04, G-05, G-06, G-08, I-03, I-04</td>
<td>Components and applications of the Behavioral Assessment and Technology Support System (BATSS)</td>
<td>Study questions, interactive assessments</td>
<td>Journal Article readings &amp; review questions Video Lecture &amp; Quiz</td>
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<tr>
<td>3</td>
<td>Conducting a functional analysis to determine the antecedents that evoke and consequences that maintain that problem behavior</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
<td>Components and applications of functional analyses in the public-school setting</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions Video Lecture &amp; Quiz</td>
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<td>4</td>
<td>Conducting a functional analysis to determine the antecedents that evoke and consequences that maintain that problem behavior</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
<td>Components and applications of functional analyses in the public-school setting</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions. Journal Article readings with review questions Video Lecture &amp; Quiz</td>
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<td></td>
<td>Conducting a functional analysis to determine the antecedents that evoke and consequences that maintain that problem behavior</td>
<td>Direct observation procedures to collect data in each of the four standard functional analysis conditions</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions, Journal Article readings with review questions</td>
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<td>6</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
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<td>7</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
<td>Components and applications of a modified functional analysis in the public-school setting</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions, Journal Article readings with review questions</td>
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<tr>
<td></td>
<td>Conducting a functional analysis to determine the antecedents that evoke and consequences that maintain that problem behavior</td>
<td>Components and applications of a modified functional analysis in the public-school setting</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions. Journal Article readings with review questions Video Lecture &amp; Quiz</td>
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<td>8</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
<td>Direct observation procedures to collect data in each of the modified functional analysis conditions</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions. Journal Article readings with review questions Video Lecture &amp; Quiz</td>
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<tr>
<td>9</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
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<td>10</td>
<td>A-06, A-13, B-03, B-05, C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, E-01, G-03, G-04, G-05, G-06, G-08, H-01, H-02, H-03, H-04, H-05, I-01, I-02, I-03, I-04, I-05, I-06, FK-47, FK-48</td>
<td>Direct observation procedures to collect data in each of the modified functional analysis conditions.</td>
<td>Study questions, interactive assessments, Standard FA Test</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions. Journal Article readings with review questions Video Lecture &amp; Quiz</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Study Materials</td>
<td>Assessments</td>
<td>Assignments</td>
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<td>11</td>
<td>Designing and implementing effective interventions based on the outcome of the functional analysis</td>
<td>C-01, C-02, D-01, D-02, D-16, D-17, D-18, D-19, D-20, D-21, J-01, J-02, J-03, J-06, J-07, J-09, J-10, K-02, K-07</td>
<td>Outcomes of the standard and modified functional analyses</td>
<td>Study questions, interactive assessments</td>
<td>Direct Observation Data-taking Assignments, review and quiz questions. Journal Article readings with review questions. Video Lecture &amp; Quiz</td>
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<td>12</td>
<td>Designing and implementing effective interventions based on the outcome of the functional analysis</td>
<td>C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, D-20, D-21, J-01, J-02, J-03, J-05, J-06, J-07, J-09, J-10, K-02, K-07</td>
<td>Outcomes of the standard and modified functional analyses</td>
<td>Study questions, interactive assessments</td>
<td>Application Assignment: Provide recommendations for effective interventions based on outcomes and descriptions of a functional analysis conducted in a school setting.</td>
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<tr>
<td>13</td>
<td>Designing and implementing effective interventions based on the outcome of the functional analysis</td>
<td>C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, D-20, D-21, J-01, J-02, J-03, J-05, J-06, J-07, J-09, J-10, K-02, K-07</td>
<td>General recommendations for effective interventions</td>
<td>Study questions, interactive assessments</td>
<td>Application Assignment: Provide recommendations for effective interventions based on outcomes and descriptions of a functional analysis conducted in a school setting.</td>
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<td>14</td>
<td>Designing and implementing effective interventions based on the outcome of the functional analysis</td>
<td>C-01, C-02, C-03, D-01, D-02, D-16, D-17, D-18, D-19, D-20, D-21, J-01, J-02, J-03, J-05, J-06, J-07, J-09, J-10, K-02, K-07</td>
<td>General recommendations for effective interventions</td>
<td></td>
<td>Final Exam</td>
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</tbody>
</table>
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.

Course Activities

No textbook is required for this course. Please see the end of the syllabus for additional Instructional Content.

Course Activities for BEHV 5900: Functional Analysis in School Settings

Readings, Lectures, and Study Guides

Each module contains journal articles, book chapters, and/or lectures selected by the course instructor. All readings can be found in the course menu and are also listed at the end of this syllabus. Each reading or lecture 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:

Instructor-Selected 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.

Lectures – Lectures are given by noted professionals in behavior analysis. 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.

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.

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.

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
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 behv5900@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 on line activities and will have feedback within two weeks on the TURN IT IN activity.
- Each activity in the course has a given number of points that can be earned. These points are indicated on the Course Menu.
- 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 1 semester hours of graduate credit or 15 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
Janet Ellis, Ph.D., BCBA designed this course. Leslie Burkett, Ph.D. and Cliff Whitworth, Ph.D. developed the software programs for course delivery. The awesome BAO Team conducts 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.

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](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 Wheelley 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


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. 7/22/2016
Course Textbook and Instructional Content

**BEHV 5900 Functional Analysis in School Settings**

BATSS Handout: Behavioral Assessment and Technology Support System. Copyright Janet K. Ellis.


