BEHV 5910 SYLLABUS

Application of Fundamental Elements & Systems in Behavioral Interventions

Prerequisites: BEHV 5130 & 5150. Can be taken concurrently with some or all three of the 5900 courses.

Course Instructor: Sandy Magee  
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Enrollment, registration, course prerequisites, and university records:  
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972-989-5117 (Cell)

I generally respond to emails, text messages or phone calls within 24 hours, except on weekends and holidays when the response time may be longer.

Course Information | Tech Requirements | Access & Navigation | Requirements | Communications | Section Sequences | Assessment & Grading | Course Calendar | Scholarly Expectations | Resources | Course Policies | UNT Policies

COURSE INFORMATION

Course Overview & Objectives

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. The initial course design was done by Christina Nord, B.S. & Shahla Alai-Rosales, BCBA-D.

Thematic Units
The course is divided into five thematic units:

1. Understanding the Context for Behavior Change
2. Identifying and Practicing Reinforcement Based Procedures
3. Identifying and Practicing Antecedent and Shaping Based Procedures
4. Integrating and Practicing Specialized and Supporting Procedures
5. Integrating Procedures: Behavior Change Systems

Each unit is comprised of:

1. Readings with guided questions from the Alberto & Troutman text
2. ATS video with comprehension questions
3. A synthesis lecture
4. Group practice sessions and student-created simulation videos

Required Materials

2. *Autism Training Solutions Online Video Textbook*
   Advanced Training Solutions LLC (2013), Online Video Textbook can be purchased [here](http://example.com)

Computer equipment required by BAO as well as skills and equipment to videotape and email links to the course instructor

Student Learning Objectives

1. Students will identify the following aspects of the context for behavior change:
   - The general goals of behavior change programs
   - How elements and systems fit conceptually within the three term contingency
   - The role of evidence in selecting and using procedures
   - The role of assessment (skills, preferences, function, stimulus control) in developing procedures
   - The importance of supervision in implementing and modifying behavior change procedures
   - Ethical issues involved in the use of behavior change procedures

*You will meet these objectives by successfully completing Thematic Unit 1.*

1. Students will identify and practice the following fundamental change elements:
   - Reinforcement based procedures
   - Antecedent based and shaping procedures
Specialized cases

You will meet these objectives by successfully completing Thematic Units 2, 3 and 4.

1. Students will identify and practice integrating elements within behavior change systems:
   - Core Systems
   - Discrete trial
   - Discrete Trial/Naturalistic

You will meet these objectives by successfully completing Thematic Unit 5.

Requirements

The format of the course involves readings (from a respected textbook), introductory lectures (provided by the instructor), guided mini lectures and videos (through a digital textbook), simulation exercises (with feedback from the course instructor), and study questions.

Textbook Readings and Guided Questions


RELIAS LEARNING Online Videos and Comprehension Questions

Autism Training Solutions (RELIAS LEARNING) is an online teaching service whose mission is “to educate others in evidenced-based methods of teaching individuals with autism and related behavioral disabilities” (https://www.reliaslearning.com/meet-relias). This course incorporates material from RELIAS LEARNING including lectures, videos, and comprehension questions and quizzes. Students will access RELIAS LEARNING via its website using their Euid. All students are required to purchase this text. Screen shots and/or certificates of completion are to be submitted via email.

Practice and Discussion Opportunities

All units 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 instructors. 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.

Instructors will provide various date and time opportunities for practice sessions, and students may be required to sign up ahead of time. The instructor will contact students with further information about signing up.

Behavior Change Demonstration Assignments

After applying the necessary changes to their submission by incorporating feedback gained from the practice and discussion opportunity, students will submit a video demonstrating the behavior change technique learned in the unit. Rubrics outlining the requirements of these submissions are included with every assignment, as well as listed at the end of this syllabus. Videos are easily uploaded and incorporated via Youtube. Information about how to upload videos can be found in the folder for each assignment, as well as at the end of this syllabus.

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 when submitting the video via email, or by vocally narrating the video as it is made.

Technical Requirements

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Internet Access with compatible web browser
- Headset/Microphone
- Word Processor

Minimum Technical Skills Needed

- Using email with attachments
- Creating and submitting files in commonly used word processing program
- Copying and pasting
- Downloading and installing software
- Recording and uploading videos for simulation exercises

ACCESS & NAVIGATION
Access and Log-in Information

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu or contact BAO at BehvDLinfo@unt.edu.

Being a Successful Online Student

- What Makes a Successful Online Student?
- Self Evaluation for Potential Online Students

Section Sequences

Thematic Unit 1. Understanding the Context for Behavior Change:

Goals, Concepts, Evidence, & Ethics

Learning Objectives

1. Applied Behavior Analysis
2. The general goals of behavior change programs
3. How procedures conceptually fit within the three term contingency
4. The role of evidence in selecting and using procedures
5. The role of assessment (skills, preferences, function, stimulus control) in developing procedures

You will meet these objectives by successfully completing the Alberto & Troutman Chapter 1 quiz and all knowledge checks for Relias Learning “Levi’s Story”

1. The importance of supervision in implementing and modifying behavior change procedures
2. Ethical issues involved in the use of behavior change procedures

You will meet these objectives by successfully completing the Alberto & Troutman Chapter 2 quiz and the final exam for Relias Learning “Introduction to Ethics and Clients Rights”

Readings & Guided Questions

RELIAS LEARNING & Guided Questions

1. Behavior Interventions-> Principles of Behavior-> Levi’s Story (7min)
2. Professionalism-> Introduction to Ethics and Clients Rights (1hr)

Student Video Introduction Assignment

Submit Introduction video

Thematic Unit 2. Identifying and Practicing

Reinforcement-Based Change Procedures

Learning Objectives

1. Positive reinforcement
   1. Terms
   2. Classes
   3. Uses
   4. Differential reinforcement
   5. Changing the value of consequences
      1. Motivating operations
      2. Conditioning reinforcers
   6. Token systems
   7. Positive reinforcement applications
   8. Positive reinforcement: challenges & ethics

You will meet these objectives by successfully completing the final exams for Relias Learning Instructional Control and Consequence Interventions, plus the Reinforcer Delivery Demonstration Video and Group Discussion.

1. Negative reinforcement
   1. Terms
   2. Types
   3. Negative reinforcement applications
   4. Negative reinforcement: challenges & ethics

You will meet these objectives by successfully completing the Alberto & Troutman Chapter8 quiz.

Readings & Guided Questions

RELIAS LEARNING & Guided Questions

- Behavior Interventions -> Instructional Control (1-2hrs)
- Behavior Interventions -> Consequence Interventions (1.5-2hrs)

Practice and Discussion Opportunity

Group discussions to practice the Reinforcer Delivery Demonstration assignment and receive feedback from course instructor and class peers

Behavior Change Demonstration Assignment

Reinforcer Delivery Demonstration via video submission
Thematic Unit 3. Identifying and Practicing

Antecedent- and Shaping-Based Change Procedures

Learning Objectives

1. Shaping
   1. Dimensions
   2. Guidelines
2. Shaping applications
3. Shaping: challenges & ethics

You will meet these objectives by successfully completing the Alberto & Troutman Chapter 10 quiz.

1. Stimulus control
   1. Terms
   2. Selected types
      1. Instructions
      2. Model/imitation
      3. Prompts and prompt fading

You will meet these objectives by successfully completing the final exam for Relias Learning Teaching New Behavior, plus the Prompting and Prompt Fading video demonstration and Group Discussion.

1. Stimulus control applications
2. Stimulus control: challenges & ethics
You will meet these objectives by successfully completing the Alberto & Troutman Chapter 10 quiz.

Readings & Guided Questions


RELIAS LEARNING & Guided Questions

- Teaching Procedures -> Teaching New Behavior

Practice and Discussion Opportunity

Use Group Discussion to practice the Prompting & Prompt Fading assignment and receive feedback from course instructor and class peers

Behavior Change Demonstration Assignment

Prompting & Prompt Fading Demonstration via video submission

Thematic Unit 4. Identifying and Practicing

Specialized and Supporting Procedures

Learning Objectives

1. Functional verbal behavior training

You will meet this objective by successfully completing the final exams for Relias Learning Introduction to Verbal Behavior, Teaching Requests/Mands, Motor Imitation/Mimetic, Verbal Imitation/Echoic and Receptive Language/Listener Responding, plus the Mand Training/FCT video and Group Discussion.

1. Generalization procedures

You will meet this objective by successfully completing the Alberto & Troutman Chapter 11 quiz.

1. Self management procedures
You will meet this objective by successfully completing the Alberto & Troutman Chapter 12 quiz.

1. Time based schedules
2. Task analysis
3. Chaining
4. Extinction
5. Choice
6. Task interspersal

You will meet these objectives by successfully completing the Alberto & Troutman Chapter 10, 11 and 12 quizzes.

Readings & Guided Questions


RELIAS LEARNING & Guided Questions

- Behavior Interventions -> Introduction to Verbal Behavior
- Teaching Procedures -> Teaching Requests/Mand (1-2hrs),

Motor Imitation/Mimetic (30min-1hr),

Verbal Imitation/Echoic (30min- 1hr)

Receptive Language/Listener Responding (30min- 1hr)

Practice and Discussion Opportunity

Use Group Discussion to practice the Mand Training/FCT assignment and receive feedback from course instructor and class peers

Behavior Change Demonstration Assignment

Mand Training/FCT Demonstration via video submission

Thematic Unit 5. Integrating Procedures:

Behavior Change Systems

Learning Objectives

1. Distinguishing Features of Behavior Change Systems
2. Core Systems
   1. Meaningful Progress (assessment & data responsive)
2. Reinforcement and Rapport
3. Instructional Control and Genuine Attending
4. Ecological Context

You will meet these objectives by successfully completing the Alberto & Troutman Chapter 13 quiz.

1. Discrete Trial Systems
   1. Components
   2. Applications
2. Naturalistic Systems
   1. Components
   2. Applications

You will meet these objectives by successfully completing the final exams for Relias Learning DTI parts 1 and 2, ITT and NATs, plus the Discrete Trial/Naturalistic Teaching video and Group Discussion.

Readings & Guided Questions


RELIAS LEARNING & Guided Questions

1. Teaching Procedures -> Discrete Trial Instruction part 1 and part 2 (3-4hrs)
2. Teaching Procedures -> Intensive Trial Instruction (1-2hrs)
3. Teaching Procedures -> Naturalistic Instruction (1-2 hrs)

Practice and Discussion Opportunity

Use Group Discussion to practice the Discrete Trial/Naturalistic assignment and receive feedback from course instructor and class peers

Behavior Change Demonstration Assignment

Discrete Trial/Naturalistic Teaching Demonstration via video submission

COMMUNICATIONS

Etiquette
You will be communicating with your peers and instructors on discussion boards and during assignment practice opportunities. Show respect for your classmates at all times. Students are encouraged to have an active role in discussion, ask appropriate questions of your classmates, and to answer questions posed by your classmates. You can request clarification, expand upon another student’s point, disagree (explaining why), etc. The online environment is different than interacting face-to-face, and students are encouraged to watch this video for some pointers.

Please note that discussion boards are not a forum for discussion about actual clients. Identifiable information that would put an actual client’s confidentiality at risk is strictly prohibited. Any specific questions about individual clients should be discussed with your supervising BCBA.

All inappropriate posts will be immediately deleted and more than one violation will result in further disciplinary action.

Methods of Communication

Instructors will utilize the following methods of communication

- Announcements
  - Used for general course announcements including assignment reminders and due dates
- Group Discussion
  - Used for feedback opportunities for Behavior Change Demonstration Assignments
- Email / Messages
- Discussions
  - Used for general student inquiries and peer discussion.
    - This forum is an opportunity for you to post questions regarding this course. Both students and instructors are free to reply to the questions.
    - This board is for discussion about course content and assignments. Again, please note that this is not a forum for discussion about actual clients. Identifiable information that would put an actual client’s confidentiality at risk is strictly prohibited. Any specific questions about individual clients should be discussed with your supervising BCBA.
  - Also used for submission of Behavior Change Demonstration Assignments
  - Students are encouraged for follow proper online etiquette, outlined here: http://online.uwc.edu/technology/etiquette

ASSESSMENT & GRADING

Grades and Feedback on assignments will be provided within 1 week of the due date listed on the Student Grade Sheet.

RELIAS LEARNING 25%
RELIAS LEARNING provides training certificates for each section students complete. Students are required to earn a cumulative 80% in RELIAS LEARNING to receive full credit for this portion of the course.

Alberto & Troutman 25%

Each chapter includes a quiz covering the important points presented. Students are required to earn 80% on these quizzes to receive full credit for this portion of the course. These quizzes include multiple choice, true/false, and fill-in-the-blank.

Feedback Opportunities for Behavior Change Demonstration Assignments 25%

Before submitting the final versions of the Behavior Change Demonstration Assignments, students have the opportunity to meet with instructors via Group Discussion. Grading for this portion of the course will Feedback Opportunity rubric provided by the course instructor.

Behavior Change Demonstration Videos 25%

These assignments will be graded using the rubrics provided by the instructor.

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELIAS LEARNING quizzes 25%</td>
<td>A 92-100%</td>
</tr>
<tr>
<td>Alberto &amp; Troutman quizzes 25%</td>
<td>B 85-91.9%</td>
</tr>
<tr>
<td>Feedback Opportunities 25%</td>
<td>C 77-84.9%</td>
</tr>
<tr>
<td>Behavior Change Demonstration Assignments 25%</td>
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A grade of “B” or better is required to move on to the next BAO course in sequence.

SCHOLARLY EXPECTATIONS
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

RESOURCES

- UNT Portal: [http://my.unt.edu](http://my.unt.edu)
- UNT Library Information for Off-Campus Users:
  [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)
- UNT Computing and Information Technology Center:
- UNT Academic Resources for Students: [http://www.unt.edu/academics.htm](http://www.unt.edu/academics.htm)
- Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

COURSE CALENDAR

The calendar on the course home page lists the topics that will be covered in the course and specifies the date students should begin working on each topic in order to be progressing at a satisfactory rate. There are several specific deadlines in this course. For the specific deadline dates, please see your course calendar. Students can use the calendar at any time to see whether they are on schedule, ahead of schedule or behind schedule.

COURSE POLICIES

Late Work

NO late work will be accepted. Any assignment not completed by the deadline will NOT be accepted.

Incompletes

An incomplete will only be given for extenuating circumstances and requires documentation.

Policy on Server Unavailability or Other Technical Difficulties
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 that 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 also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. [Additional sample statements can be located at: http://copyright.unt.edu/content/sample-copyright-notices] Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

UNT POLICIES

Student Conduct and Discipline: Student Handbook.

Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy

You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

ADA Policy

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. 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
see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

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://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYP=TEXT

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

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