BEHV 5910: Application of Fundamental Elements and Systems in Behavioral Interventions

Spring 2019 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 should be sent to Sandy via Canvas Messaging, which is available in the Global Navigation Menu on Canvas. 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.

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.
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<th>Week</th>
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<th>Integration and Application Assessments</th>
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<td>1</td>
<td>Understanding the context for behavior change</td>
<td>D-01, G-02, G-05, G-07</td>
<td>The general goals of behavior change programs</td>
<td>Study questions, interactive assessments</td>
<td>Video Introduction, Quizzes, Lectures</td>
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<td>2</td>
<td>Understanding the context for behavior change</td>
<td>D-01, D-04, D-05, D-16, D-18, E-01, G-06, G-07, J-02, J-06, J-07, J-08, J-09, J-10, K-01, FK-01, FK-03, FK-04, FK-05, FK-06, FK-07, FK-08, FK-09, FK-10, FK-11, FK-14, FK-15, FK-16</td>
<td>How elements and systems fit conceptually within the three-term contingency</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Disabilities Overview, Intellectual Disability Overview, Principles of Behavior Part 1: Reinforcement</td>
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<td>3</td>
<td>Understanding the context for behavior change</td>
<td>D-01, D-04, D-05, D-16, D-18, E-01, G-06, G-07, J-02, J-06, J-07, J-08, J-09, J-10, K-01, FK-01, FK-03, FK-04, FK-05, FK-06, FK-07, FK-08, FK-09, FK-10, FK-11, FK-14, FK-15, FK-16a</td>
<td>The role of evidence in selecting and using procedures</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Ethical Guidelines for ABA Practitioners, Ethical Considerations for Staff Supervision, Ethical Dilemmas and Decisions in ABA, Evidence-Based Practices and the National Standards Project</td>
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<td>4</td>
<td>Understanding the context for behavior change</td>
<td>A-09-11, B-02, D-17, D-20, I-05, J-15, K-07, FK-21, FK-34</td>
<td>The role of assessment (skills, preferences, function, stimulus control) in developing procedures</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Instructional Control</td>
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<td>5</td>
<td>Understanding the context for behavior change</td>
<td>B-01-09, E-01, FK-09, J-08-15</td>
<td>The importance of supervision in implementing and modifying behavior change procedures</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Consequence Interventions</td>
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<td>6</td>
<td>Understanding the context for behavior change</td>
<td>D-02, D-20, FK-21</td>
<td>Ethical issues involved in the use of behavior change procedures</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Teaching New Behavior</td>
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<td>7</td>
<td>Identifying and practicing reinforcement-based procedures</td>
<td>C-01, D-01, D-02, D-20, E-03, E-04, E-05, E-11, F-01, F-02, I-07, J-02, J-04, FK-16, FK-18, FK-21</td>
<td>Components of reinforcement-based procedures</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Introduction to Verbal Behavior</td>
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<td>8</td>
<td>Identifying and practicing reinforcement-based procedures</td>
<td>C-01, D-01, D-02, D-20, E-03, E-04, E-05, E-11, F-01, F-02, I-07, J-02, J-04, FK-16, FK-18, FK-21</td>
<td>Applications and practice of reinforcement-based procedures</td>
<td>Study questions, interactive assessments</td>
<td>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</td>
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<td>Identifying and practicing antecedent based and shaping procedures</td>
<td>D-03, D-04, D-05, D-06, D-07, D-19, D-20, D-21, E-01, E-02, E-03</td>
<td>Components of antecedent based and shaping procedures stimulus equivalence procedures.</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Teaching Requests/Mand Training</td>
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<td>10</td>
<td>Identifying and practicing antecedent based and shaping procedures</td>
<td>D-03, D-04, D-05, D-06, D-07, D-19, D-20, D-21, E-01, E-02, E-03</td>
<td>Applications and practice of antecedent based and shaping procedures.</td>
<td>Study questions, interactive assessments</td>
<td>Students will submit a video demonstrating prompt &amp; prompt fading 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</td>
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<td>11</td>
<td>Integrating and practicing specialized and supporting procedures</td>
<td>D-09, D-10, D-11, D-12, D-13, D-14, F-01, F-07, J-11, J-12, J-13, J-14, FK-36, FK-37, FK-43, FK-44, FK-45, FK-46</td>
<td>Differentiate between formal properties and functional properties of language. Define verbal behavior &amp; 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.</td>
<td>Study questions, interactive assessments</td>
<td>Quizzes, Lecture, ATS Motor Imitation / Mimetic Behavior, Teaching Verbal Imitation / Echoics, Receptive Language / Listener Responding</td>
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<td>12</td>
<td>Integrating and practicing specialized and supporting procedures</td>
<td>D-09, D-10, D-11, D-12, D-13, D-14, F-01, F-07, J-11, J-12, J-13, J-14, FK-36, FK-37, FK-43, FK-44, FK-45, FK-46</td>
<td>Components of specialized and supporting procedures</td>
<td>Study questions, interactive assessments</td>
<td>Students will submit a video demonstrating FCT 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</td>
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<td>Integrating procedures: behavior change systems</td>
<td>Components of behavior change systems including core systems, discrete trial, and discrete trial/naturalistic</td>
<td>Study questions, interactive assessments</td>
<td>ATS: Discrete Trial Instruction - Part 1 &amp; 2, Intensive Trial Teaching, Naturalistic Teaching Strategies, Developing Independence: Increasing Self-Management, Direct Instruction for Exceptional Learners, Guidelines for Effective Documentation, Graphing and Progress Evaluation, Teaching Early Social Skills, Ten Key Components Needed for an Effective Autism Program. Students will submit a video demonstrating Discrete Trial/Naturalistic Instruction 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.</td>
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<tr>
<td>13</td>
<td>F-03, F-06, FK-24, FK-25</td>
<td>Practice integrating elements of behavior change systems including core systems, discrete trial, and discrete trial/naturalistic</td>
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<tr>
<td>14</td>
<td>F-03, F-06, FK-24, FK-25</td>
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**Required Textbooks**

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

- You can purchase the video collection here: [https://behv.hps.unt.edu/store-courses](https://behv.hps.unt.edu/store-courses)

**Course Activities for BEHV 5910: Fundamentals**

**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 [here](#). 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 their EUID as both username AND password. 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. For general “netiquette” rules, you can refer to sources such as this: Core Rules for Netiquette
- 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 (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. That means that each activity, 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.

• **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 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.
• 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.

**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.

**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.

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 need help receiving your course grade or other administrative matters, please contact the Course Administrator, Brook Wheeley at behvdinfo@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.
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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

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