

Experimental Analysis of Behavior (EAB)



University of North Texas
College of Health and Public Service
Department of Behavior Analysis

Instructor: Dr. April Becker

Office Hours: 12-1 pm Mondays

AND by appointment

via Zoom room

April.Becker@unt.edu

Teaching Assistant: Grayson Butcher

Office Hours: by appointment

via Zoom room

Grayson.Butcher@unt.edu

Course website:

(Canvas) unt.instructure.com

This course introduces graduate students to the fundamentals and techniques of EAB. Since EAB constitutes the foundation of both basic and applied behavioral science, the content should have broad impact on students with a variety of career trajectories.

ACCOMMODATIONS

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Additionally, I consider all students to need an accommodation of some kind since you are all unique and diverse individuals with complex histories and current situations – particularly in the middle of a global pandemic and national dumpster fire. I request that you all submit a description of your accommodations to the accommodations discussion section of Canvas. If in addition you have accommodations that need to go through ODA as well, please include ODA paperwork and make sure to get it to me by the 3rd week (see ADA statement below).

POLICY ON CHILDREN, CAREGIVING, and DOMESTIC LIFE

Respecting parenting and caregiver status is part of my overall commitment to respecting the rich and invaluable diversity of our UNT classrooms. If we return to the classroom before the end of the semester, all exclusively breastfeeding babies or other children or individuals who need care are welcome in class as often as necessary. Please use good judgement about when to step outside to tend to their needs and how to arrange their attendance in a manner compatible with the learning environment.

While the course remains over Zoom, all children, pets, zany (and other) family members, and other domestic species will be welcome in your frame. If they happen to be cute, class will briefly pause to comment on the cuteness and bask in admiration. Please be prepared for this especially in the case of furry, young, wide-eyed, or adorably comedic organisms. Please also feel free to eat, roam, or otherwise behave domestically in any way that remains compatible with course activities. I expect all students to keep cameras and microphones on unless an explicit reason exists to turn them off. Wherever possible, students should do whatever is plausible to minimize those reasons.

CLASS RECORDINGS & STUDENT LIKENESSES

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

CLASS MATERIALS FOR REMOTE INSTRUCTION

This course will be remotely delivered at least in part. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

STATEMENT ON FACE COVERING

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during any in-person class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

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COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

Graduate program admission in the Department of Behavior Analysis (DBA). Successful completion of BEHV 5100: Introduction to Behavior Analysis or equivalent (as judged by the DBA faculty).

COURSE DESCRIPTION AND OBJECTIVES

- **Importance:** In addition to establishing a powerful scientific understanding of behavior as a scientific subject matter, the experimental analysis of behavior forms the foundation of many techniques in behavior analysis. These techniques are built upon laboratory investigation of the relationship between behavior and environment. The power of EAB enabled the robustness of behavior analytic technologies employed by scientists, scientist-practitioners, and practitioners to change behavior at the individual, group, and societal level.
- **Content:** Modules in this course will survey a variety of both research methodologies and topics in EAB. Since a comprehensive review of the entirety of the content of EAB remains outside the realistic scope of a semester, the course is intended also to equip interested students with the skills necessary to identify and thoughtfully consume additional EAB literature, enabling continued education.
- **Skills:** Students will practice consuming review and concept literature as well as primary literature on various EAB topics. By the end of this course, students will have a broad understanding of current content in foundational EAB topics and will be able to identify the following in EAB experimental studies: (a) research question/purpose/rationale, (b) population of study, (c) dependent and independent variables, (d) method(s) of experimentation, (e) analysis of findings, (f) conclusions and implications, and (g) future directions. Students will conceptualize, design, execute, and interpret an empirical project of their own. This team-based project will teach students to define, develop, and pursue research interests and to work constructively with a research partner.

MATERIALS

- Required readings can be found via Canvas. Nothing else is required.
- Helpful books that you should eventually have in your library anyway:
 - Catania, A. C. (2013). *Learning*. Cornwall-on-Hudson, NY: Sloan. (4th or 5th edition)
 - Donahoe, J. W., & Palmer, D. C. (1994). *Learning and complex behavior*. Allyn & Bacon.
- In case you haven't heard of it:
 - American Psychological Association (2020). *Publication manual of the American Psychological Association: the official guide to APA style*. (7th Ed.). Washington, DC: American Psychological Association.

TEACHING PHILOSOPHY

I will be providing you with opportunities to learn in this course, but the benefits will be dependent on your engagement. The course will be highly discussion-based, and the more actively you verbally engage, the more you will get from the course. Don't wait until you feel completely confident on a particular topic before engaging – that will make it harder to get to mastery, plus you'll be saving your breath only for the moment in which it benefits you the least. Assessments will occur regularly in both casual as well as official formats, and will include self- and peer-feedback more often than grades or point values. To a large extent I expect you to be aware of your own progress and to ask for additional explanation, experiences, or engagement opportunities where you need them. Please focus more on your own fluency with materials than on any point values or formal grades – if you master the former you will not need to worry about the latter. Remember, this is a two way street!

A word about discussion: no criticism of any idea is off-limits, but all dialogue must be respectful of your peers (yes, even the ones with which you disagree 😊) and if you wish to make a correction to or argument against a statement be sure you're attending to your autocalitics (read: don't be a jerk and be sensitive to others).

PERFORMANCE CONTINGENCIES: ASSESSMENTS & GRADING

- **1-sentence or bullet summary and discussion question with answer (SDA pages):** For each week with assigned readings, you must submit an SDA page for at least two readings, which must include one experimental paper if we have one assigned that week. For experimental papers, you will include a one sentence summary (or if you prefer, a bullet summary) and one discussion question with an initial answer. All 3 components for any given paper should generally take no more than 1 page and usually much less. For topic papers, you'll do discussion questions and initial answers only (no summary sentence – 2 components only).
 - The summary sentence for experimental papers should communicate the take-home point of the paper and should identify the content from the bulleted list below. It can include statements of uncertainty/confusion if you have such uncertainty, but if so explain why/what you didn't understand. Feel free to create a monstrous run-on if needed, but the one-sentence requirement is to make sure you're not just summarizing every detail instead of distilling the global point(s). If you prefer, you may do a bulleted summary that simply lists each of the required points:
 - Global take-home point, supported by:
 - Research question/purpose/rationale
 - Population of study
 - Dependent and independent variables

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- Method(s) of experimentation
 - Analysis of findings
 - Conclusions and implications
 - Future directions.
- The discussion question should be broad in nature and address fundamental issues (e.g., “In the discussion section, the authors stated that their findings supported X. *WHY* do you think that the results supported X? If you disagree with the authors, *HOW* would you modify the interpretation to support Y instead?”). Questions should generate *discussion* rather than one particular answer; in other words, it should be a stimulus which produces divergent control (i.e., a stimulus which strengthens multiple responses). For topic papers, use your questions to demonstrate that you read the entire paper and understand its implications. See below for tips on writing thoughtful discussion questions borrowed from and adapted from Dr. Greg Madden.
 - Below your question, write how YOU would answer your own discussion question, at least initially.
 - Submit your SDA pages to Canvas by 5:00 PM on Tuesday evenings. Assignments submitted after 5:30 will be given a zero – this is to remove the temptation to write them during class, which will not serve your learning.

Some Do's and Don'ts for Writing Discussion Questions (derived from those written by Dr. Greg Madden):

- ✓ Don't ask, “Do you agree with the authors?”
- ✓ Don't write a question concerned exclusively with a point made on the first page of the paper (your instructor will strongly suspect you did not read the entire article)
- ✓ Never ask, “What has been published since this paper was published?” unless you also include a full review of papers subsequently published (so just don't).
- ✓ Don't ask questions that sound like they would appear on an exam (because they simply quiz the responder on basic study components rather than provoking deeper thought, e.g., “What single-subject design was used?”).
- ✓ Don't ask questions about whether or not the subjects' gender affected their behavior. This can be a legitimate query (sometimes), but in generally it's over-asked and often simply upholds status quo thinking and presuppositions.
- ✓ Don't ask questions that have “yes” or “no” answers.
- ✓ Don't submit single-sentence questions. On rare occasions, these are high quality, but most of the time they are not. Conversely, don't generate more than one sentence just to strain toward the length measure – if you ask a 2-sentence question that can be summed up by 1, you still have the same problem.
- ✓ PLEASE do not submit questions with spelling and grammar issues. Encountering frequent or obvious grammar/spelling errors momentarily destroys my faith in humanity. Please feel free to use spell- and grammar-check programs before submitting.
- ✓ Ask questions that require discussion. Your question should make the reader think and evaluate the evidence for or against a particular hypothesis, suggestion, theory, etc.

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- ✓ Be specific and concrete. Once you have stated your basic idea/question, tell us why you think this. Are there some data in the article that led you to your idea/question? If so, tell us about them in concrete terms.
- ✓ Don't waste half of your writing space rehashing the findings of the study. We all read it, so just tell us the specific finding that you are interested in talking about. You need not bring the reader up to speed.

- **In-class debates:** On two different weeks, when we cover materials ripe for debate or lively discussion, you'll have an opportunity to debate as a class in place of the usual seminar discussion. This should be fun as you'll pick sides and play devils advocate for that side even whether or not you're not convinced of its veracity.

- **Team-based Empirical Project:** With a small group, you will complete an experiential laboratory project over the course of the semester. This project will be submitted in sections to keep you from scalloping. Details about the project will be provided in class discussions. You should expect to conceptualize, design, execute, and interpret the results of an empirical project. The sections of the project are as follows:
 - **Empirical Project Ideas Presentation:** With your team, you will present 2-3 ideas that you are considering for your empirical project. A rudimentary review of the literature is expected. You should prepare a brief presentation. Do not do direct replications - although these can be worthy projects, they won't cover the targeted practice components for this assignment. Systematic replications based on *only* changes in the subject population (e.g., original = pigeons, project = dogs) must be well justified by your review of the relevant literature (e.g., is stimulus equivalence observed in a population without verbal behavior repertoires?). Please upload a copy of your slides or handout to CANVAS.
 - **Empirical Project Progress Presentation:** With your team, you will present on the progress of your project. You are encouraged to show figures with all data collected up to this point. Please upload a copy of your presentation or handout to CANVAS.
 - **Final Empirical Project Written Product:** With your team, you will prepare one 10-13 page manuscript. Your empirical project should be written according to APA formatting and style guidelines. This includes 1" margins, double-spaced 12-pt. font, title page, and all appropriate headings (i.e., introduction, method, results, discussion) and sections (e.g., response measurement and dependent variables, interobserver agreement, experimental design). Your empirical project should include a selective review of relevant literature and address an issue that is important (i.e., a gap in the literature, an extension, a procedural modification, etc.) based on the review. Your individual contribution will also include a brief reflection on the value of the empirical project,

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what you learned, suggestions for future courses, etc. This should be submitted to CANVAS separately. Your final written document is worth 20 points. Only one report per group please – no offense, but I don't want to assess the same project many times over, and you'd get little from the exercise.

- You'll submit this report on Canvas via Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information so that your assessment can be blind.
- **Drafts of Written Product:** You will submit three drafts of your written document over the course of the semester. The expectation for these drafts is that they will be written as a team, edited, and revised prior to turn in. These drafts are designed to improve your final written product AND create contingencies to work on this throughout the semester. That said, I will only be skimming them and providing surface feedback rather than detailed feedback; please keep this in mind. Use these drafts to self-evaluate.
 - In addition to submitting the drafts for my feedback, you will complete peer reviews of your classmates' papers. The expectation is that each subsequent draft will incorporate both peer and instructor feedback.
- **Final Empirical Project Presentation:** Each group will provide a 10 minute show-and-tell / discussion of their final project on the last day for the benefit of your classmates.
- **Individual Contribution:** Your contribution to your group will be determined by group members' evaluations and your written reflection.

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GRADING TABLE

<i>Assignment Categories</i>	<i># of assignments</i>	<i>Point Breakdown</i>	<i>Points Possible</i>
<i>1-Sentence Summaries / Discussion Questions / Answers</i>	14	4 per submission	56
<i>In-class Debates</i>	2	5 per debate	10
<i>Peer Review</i>	3	5 per review	15
<i>Team-based Empirical Project</i>	1	<i>Ideas presentation: 2</i> <i>Draft 1: 2</i> <i>Update presentation: 2</i> <i>Draft 2: 2</i> <i>Draft 3: 2</i> <i>Final Draft:</i> <i>Clarity & Scientific Quality 6</i> <i>Figures & schematics 3</i> <i>Style (and grammar) 3</i> <i>Individual contribution 3</i> <i>Final presentation: 5</i>	30
Total Points Possible			111 / 100

Grading Scale = 100 total points

*Grades will be rounded to the nearest 1%

100-90 = A	100%-90% = A
89-80 = B	89%-80% = B
79-70 = C	79%-70% = C
69 or less = F	69% or less = F

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CALENDAR

JEAB – Journal of Experimental Analysis of Behavior

APA HBA- American Psychological Association Handbook of Behavior Analysis

JABA – Journal of Applied Behavior Analysis

TBA – The Behavior Analyst

Date	Topic	Assigned Readings	In-Class Activities	Due
1/11	Introduction to the course			
1/18	Overview of EAB	<ul style="list-style-type: none"> • Skinner, B. F. (1966). What is the Experimental Analysis of Behavior? <i>JEAB</i>, 9, 213-218. • Sidman, M. (2011). Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives. <i>JABA</i>, 44, 973–991. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages
1/25	Conditioning I: Respondent/ Operant Distinctions	<ul style="list-style-type: none"> • Lattal, K. M. (2013). Pavlovian conditioning. In G. J. Madden (Ed.), <i>APA HBA</i>. • Donahoe, J. W., & Vegas, R. (2004). Pavlovian conditioning: The CS-UR relation. <i>Journal of Experimental Psychology: Animal Behavior Processes</i>, 30(1), 17. • Donahoe, J. W. (2014). Evocation of behavioral change by the reinforcer is the critical event in both the classical and operant procedures. <i>International Journal of Comparative Psychology</i>, 27, 537–543. • Williams, B. A. (1994). Conditioned reinforcement: Experimental and theoretical issues. <i>TBA</i>, 17(2), 261-285. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages
2/1	Conditioning II: A general theory	<ul style="list-style-type: none"> • Skinner, B. F. (1981). Selection by consequences. <i>Science</i>, 213, 501–504. • Premack, D. (1962). Reversibility of the reinforcement relation. <i>Science</i>, 136(3512), 255-257. • Killeen, P. R. (2014). Pavlov+ Skinner= Premack. <i>International Journal of Comparative Psychology</i>. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Empirical Project Ideas Presentations 	SDA pages Ideas ppt

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2/8	Conditioning III: The edges	<ul style="list-style-type: none"> • Hunter, M., & Rosales-Ruiz, J. (2019). The power of one reinforcer: The effect of a single reinforcer in the context of shaping. <i>Journal of the experimental analysis of behavior</i>, 111(3), 449-464. • Hefferline, R. F., Keenan, B., & Hartford, R. A. (1959). Escape and avoidance conditioning in human subjects without their observation of the response. <i>Science</i>, 130, 1338–1339. • Perone, M. (2003). Negative effects of positive reinforcement. <i>TBA</i>, 26, 1–14. • Laurence, M. T., Hineline, P. N., & Bersh, P. J. (1994). The puzzle of responding maintained by response-contingent shock. <i>Journal of the experimental analysis of behavior</i>, 61(2), 135-153. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages
2/15	Stimulus Control	<ul style="list-style-type: none"> • McIlvane, W. J. (2013). Simple and complex discrimination learning. In G. J. Madden (Ed.), <i>APA HBA</i>. • Catania Chapters 8 and 9 • Porter, D. & Neuringer, A. (1984). Music discrimination by pigeons. <i>Journal of Experimental Psychology: Animal Behavior Processes</i>, 10(2), 138-148. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages DRAFT I (Introduction)
2/22	Motivating Operations	<ul style="list-style-type: none"> • Laraway, S. Snyckerski, S. Michael, J. & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. <i>JABA</i>, 36, 407-414 • Edwards, T. L., Lotfizadeh, A. D., & Poling, A. (2019). Motivating operations and stimulus control. <i>JEAB</i>, 112(1), 1-9. doi:10.1002/jeab.516 • Assigned commentary/response from <i>Journal of the Experimental Analysis of Behavior</i>, 2019, 112(1) 	<ul style="list-style-type: none"> • Class Debate • Group Check-in 	SDA pages Peer review due Prepared debate
3/1	Equivalence and Derived Stimulus Relations I	<ul style="list-style-type: none"> • Caio Miguel Stimulus Equivalence 101 https://www.youtube.com/watch?v=O02rHbRQXD0 • Sidman, M. (2000). Equivalence relations and the reinforcement contingency. <i>Journal of Experimental Analysis of Behavior</i>, 74, 127 – 146. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Update Presentations 	SDA pages

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3/8	Equivalence and Derived Stimulus Relations II	<ul style="list-style-type: none"> • Hayes, S.C. (1989). A relational control theory of stimulus equivalence. In L.J. Hayes & P.N. Chase (Eds). <i>Dialogues on Verbal Behavior</i>, (pp. 19-40). Context Press, Reno, NV. • Palmer, D. C. (2004). Data in search of a principle: a review of Relational frame theory: a post-Skinnerian account of human language and cognition. <i>Journal of the Experimental Analysis of Behavior</i>, 81(2), 189-204. • Just in case anyone wants it, not required: Foxy Learning Web Tutorial: Relational Frame Theory. https://foxylearning.com/tutorials#x 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages
3/15	Rule Governance, Verbal Behavior, and Social Learning	<ul style="list-style-type: none"> • Joyce, J. H., & Chase, P. N. (1990). Effects of response variability on the sensitivity of rule-governed behavior. <i>Journal of the experimental analysis of behavior</i>, 54(3), 251-262. • Andronis, P. (1991). Rule-governance: Enough to make a term mean. <i>Dialogues on verbal behavior</i>, 226-235 • Guerin, B. (1992). Behavior analysis and the social construction of knowledge. <i>American psychologist</i>, 47(11), 1423. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages DRAFT II (Revised introduction and draft Method)
3/22	Behavioral Economics and Allocation	<ul style="list-style-type: none"> • Steve Hursh on Behavior Economics: https://www.youtube.com/watch?v=7xgkdQqI08c • Madden, G.J. (2000). A Behavioral Economics Primer. In Bickel and Vuchinich (Eds.) <i>Reframing Health Behavior Change with Behavioral Economics</i>, pp. 3-26. Lawrence Erlbaum Associates, New Jersey. • Grace, R. C., & Hucks, A. D. (2013). The allocation of operant behavior. In G. J. Madden (Ed.), <i>APA HBA</i>. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages Peer review due

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3/29	More Allocation (Choice), Self-control, and Discounting	<ul style="list-style-type: none"> • Mazur, J. E. Choice and self-control. In K. A. Lattal & M. Perone (Eds.), <i>Handbook of Research Methods in Human Operant Behavior</i>, 131-161. • Hyten, C.M., Madden, G.J., & Field, D.P. (1994). Exchange delays and impulsive choice in adult humans. <i>JEAB</i>, 62, 225-233. • Rung, J. M., Peck, S., Hinnenkamp, J. E., Preston, E., & Madden, G. P. (2019). Changing delay discounting and impulsive choice: Implications for addictions, prevention, and human health. <i>Perspectives on Behavior Science</i>, 42, 397-417. doi:10.1007/s40614-019-00200-7 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages
4/5	Variability, adduction, and resurgence	<ul style="list-style-type: none"> • Page, S., & Neuringer, A. (1985). Variability is an operant. <i>Journal of Experimental Psychology: Animal Behavior Processes</i>, 11(3), 429. • Holth, P. (2012). Variability as an operant?. <i>The Behavior Analyst</i>, 35(2), 243. • Andronis, P. T., Layng, T. J., & Goldiamond, I. (1997). Contingency adduction of “symbolic aggression” by pigeons. <i>The Analysis of Verbal Behavior</i>, 14(1), 5-17. • Cleland, B. S., Guerin, B., Foster, T. M., & Temple, W. (2001). Resurgence. <i>The Behavior Analyst</i>, 24(2), 255. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages DRAFT III (Revised introduction and method, draft results)
4/12	Behavioral Momentum and Behavioral Neuroscience	<ul style="list-style-type: none"> • Nevin: Behavioral Momentum https://www.youtube.com/watch?v=Dc6nNli0FHM • Mace, F. C. (1996). In pursuit of general behavioral relations. <i>JABA</i>, 29, 557–563. • Nevin, J. A., Craig, A. R., Cunningham, P. J., Podlesnik, C. A., Shahan, T. A., & Sweeney, M. M. (2017). Quantitative models of persistence and relapse from the perspective of behavioral momentum theory: Fits and misfits. <i>Behavioural processes</i>, 141, 92-99. • Donahoe, J. W. (2017). Behavior analysis and neuroscience: Complementary disciplines. <i>Journal of the experimental analysis of behavior</i>, 107(3), 301-320. 	<ul style="list-style-type: none"> • Interteach & Introduce • Discussion • Group Check-in 	SDA pages Peer review due

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<p>4/19</p>	<p>Translational Behavior Analysis & The State of EAB</p>	<ul style="list-style-type: none"> • Guinther, P. M. & Dougher, M. J. (2013). From behavioral research to clinical therapy. In G. J. Madden (Ed.), <i>APA Handbook of Behavior Analysis</i>. American Psychological Association. • Mace, F. C., & Critchfield, T. S. (2010). Translational research in behavior analysis: Historical traditions and imperative for the future. • Killeen, P. (2018). The futures of experimental analysis of behavior. <i>Behavior Analysis Research and Practice</i>, 18 (1), 124-133. http://dx.doi.org/10.1037/bar0000100 	<ul style="list-style-type: none"> • Interteach & Introduce • Debate on future of EAB • Group Check-in 	<p>SDA pages</p> <p>Prepared Debate</p>
<p>4/26</p>			<ul style="list-style-type: none"> • Final Presentations 	<p>Final Empirical Project written document and copy of Final ppt</p>

COVID RESOURCES

A COVID hotline has been established to help UNT community members report and understand COVID-19 symptoms, testing information and/or results; receive guidance on actions they may need to take following potential exposure; and with questions related to COVID-19's impact on our university operations. The hotline number is 844-366-5892 and email address is COVID@unt.edu.

BASIC NEEDS

Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I can.

<https://deanofstudents.unt.edu/>

STUDENT RESOURCES

COVID RESOURCES: A COVID hotline has been established to help UNT community members report and understand COVID-19 symptoms, testing information and/or results; receive guidance on actions they may need to take following potential exposure; and with questions related to COVID-19's impact on our university operations. The hotline number is 844-366-5892 and email address is COVID@unt.edu.

BASIC NEEDS: Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I can.

<https://deanofstudents.unt.edu/>

STUDENT SUPPORT SERVICES: Particularly during this stressful time, I want to remind everyone that UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

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- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

STUDENT ACADEMIC SUPPORT SERVICES

- [Code of Student Conduct](#): provides Code of Student Conduct along with other useful links
- [Office of Disability Access](#): exists to prevent discrimination based on disability and to help students reach a higher level of independence
- [Counseling and Testing Services](#): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- [UNT Libraries](#)
- [UNT Learning Center](#): provides a variety of services, including tutoring, to enhance the student academic experience
- [UNT Writing Center](#): offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT](#): information regarding how to be a successful student at UNT
- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

CHOSEN NAMES: A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Experimental Analysis of Behavior (EAB)

PRONOUNS: Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

TECHNICAL REQUIREMENTS/ASSISTANCE: UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm> The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Hours are:

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5p

Sunday 8am-midnight

- Canvas technical requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>
- It is recommended that you use Microsoft Word to prepare your written documents. As a student at UNT, you may download Microsoft Office for free. Please visit <https://it.unt.edu/installoffice365> for more information.

Minimum Technical Skills Needed

To be successful in the course, you must be able to use email with attachments, Zoom, Canvas, download and upload documents to Canvas (note: .doc, .docx, .pdf file formats will be used, I cannot open .pages files), create files in Microsoft word, analyze data and create figures in Microsoft Excel, and perform literature searches using the university's library website.

COMMUNICATING WITH YOUR INSTRUCTOR

Email is the best way to communicate with me outside of class and office hours. Please send me questions, comments, and concerns related to our course. I make every effort to respond to emails quickly, though I will very rarely be able to respond immediately so please keep this in mind. I should usually respond within one business day, and will respond by two at the latest; if a greater delay occurs (it should not), please re-send.

COURSE EVALUATION

You will have the opportunity to evaluate my teaching and the course at the end of the semester in a SPOT evaluation. In addition, I welcome in-person and electronic feedback on all aspects of the course at any time. I am committed to your learning and experience as a student, and I seek to modify the course, within reason, based on your experience as a student.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at <http://www.unt.edu/oda/apply/index.html>. Also, you may visit the Office of Disability Accommodation in the Sage Hall (room 167) or call them at (940) 565-4323.

COURSE POLICIES

Writing: Students are expected to use correct spelling, grammar and clarity in any written material submitted for class credit. If you need assistance in fulfilling this expectation, please refer to the writing lab (listed below), where you will find teachers ready to help you acquire these skills.

Academic Integrity: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct deanofstudents.unt.edu/conduct. In keeping with the norms of higher education, any student found guilty of academic dishonesty may receive a failing grade for the course and be

Experimental Analysis of Behavior (EAB)

reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.

Religious Holidays: Please let me know within the first 15 days of the semester if you require provision for religious holidays. Students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester.

Instructor Responsibilities: As your instructor, I commit to providing you opportunities to engage with the material and behave as behavior analysts.

- I will make every attempt to assist your learning by guiding discussion, providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics/criteria, and reviewing and updating course content.
- I will make every attempt to return feedback on assignments within one week of turn in and respond to emails within two business days.

Attendance Policy: Your attendance in this graduate course is expected. You are expected to arrive on time to class (or zoom), come prepared with materials completed before coming to class, and to participate in class for the duration of the class period. *Information about the University of North Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>*

Absences: While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you must be absent for any reason other than the COVID-19 considerations listed above, you should arrange to submit the written assignments early. No assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed class periods.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Experimental Analysis of Behavior (EAB)

While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Participation: Class participation is expected in all aspects of the course. This includes actively responding during lecture and discussion, collaborating with peers during in-class projects, completing the in-class activities, and providing feedback to your peers on their projects. Your mastery of these concepts and principles depends upon your active engagement with the material.

Assistance: Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

Syllabus Change Policy: As the instructor of this course, I reserve the right to modify this syllabus at any time. Updates to this syllabus may include changes to the reading list, modified assignments, updates to due dates, etc. Changes will be communicated on the course Canvas page and/or via email. You are responsible for staying up to date with any syllabus changes.

Diversity Statement: It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Sexual Assault Prevention: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.