Instructor:
Dr. April Becker (she/her)
April.Becker@unt.edu

Office Hours:
In person & online
Mondays 5:00 – 6:00 pm
& by appointment
Room 360 G, Chilton Hall &
April’s Zoom Room (canvas link)

Teaching Assistant:
Grayson Butcher (he/his)
graysonbutcher@my.unt.edu

Office Hours:
In person & online
Wednesdays 11:00 am – 12:00 pm
& by appointment
Room 360 D, Chilton Hall &
Grayson’s Zoom Room (canvas link)

Course Meeting Information:
Tues & Thurs, 2:00 pm – 4:00 pm
Language 304

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. The purpose of this course is to inspire, challenge, and establish knowledge and skills. The assignments and deadlines are designed to reach this goal. However, where called for and compatible with the learning of others, I will problem solve with you to make your course compatible with work, childcare, eldercare, pandemic demands, mental health, and other life responsibilities. I request that you all submit a description of your accommodations. Please upload your requests to the “Accommodations” section of your first day’s assignment. You may print this syllabus and use the last page to do this, taking a picture and uploading it. You may alternately just type out your accommodations and upload a word document or PDF. If your accommodations need to go through ODA as well, please be sure to complete the paperwork by the 3rd week.

POLICIES ON CHILDREN
Respecting parenting status is part of my overall commitment to respecting the wonderful diversity of our UNT classrooms. All exclusively breastfeeding babies are welcome in class as often as necessary. While it is not meant to be a long-term care solution, bringing an older child or elder to class in response to unforeseen disruptions to life is also perfectly acceptable. I ask that other students work to reasonably create a welcoming environment for such individuals. If you do bring your child to class I ask that you sit near the door so that if your little one needs special attention or starts behaving in a way that is disruptive to the learning of other students, you may step outside until their needs have been met. Please use good judgement where this is concerned.
**SUCCEED AT UNT**
succeed.unt.edu

**Show Up**
Active involvement allows you to make the most of your experience. Participate, ask questions, and engage in BEHV 3440 learning opportunities.

**Find Support**
Create study groups with your classmates and visit the course tutor for on-going support. Make appointments well ahead of time to edit your papers at the writing center before turning them in.

**Take Control**
If you feel as if you need greater support after the first observation project, sign up with the course tutor to better structure and analyze your behavior so you can succeed.

**Be Prepared**
Do the readings before class and study each old material between classes.

**Get Involved**
Explore areas within behavior analysis by attending BAASA meetings, Friday BARC presentations, and volunteering in DBA labs and service settings.

**Be Persistent**
“That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.

*Ralph Waldo Emerson (1803 - 1882)*

**COURSE OBJECTIVES**
In this course, you will learn how to design and implement complete observational systems. You will be able to define behavior, understand the role of the observer’s behavior during data collection, and use various methods of direct observation to quantify the occurrence of behavior. You will be able to describe the benefits and limitations of each of these data collection methods and choose an appropriate observational method to record the occurrence of particular behaviors. You will also learn how to read, display, and interpret data in tables and graphs according to typical single subject experimental designs. Students should enroll in this class only after they have taken BEHV 2300, 2700, or 3150. Course objectives are listed below, together with the 5th edition task list items that each objective covers.

1. Write a reliable operational definition of behavior.
   C-1 Establish operational definitions of behavior

2. Record behavior with different recording methods and select the appropriate method.
   C-2 Distinguish among direct, indirect, and product measures of behavior
   C-3 Measure occurrence (e.g., count, frequency, rate, percentage)
   C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time)
   C-5 Measure form and strength of behavior (e.g., topography, magnitude)
   C-7 Design and implement sampling procedures (i.e., interval recording, time sampling)

2. Understand the concepts of validity, reliability, reproducibility, and measurement pragmatism. Calculate the reliability of data
   C-8 Evaluate the validity and reliability of measurement procedures
3. Design entire observational systems.
   C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording
4. Put data into table and graph format.
   C-6 Measure trials to criterion
   C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records)
5. Read and describe linear graphs and cumulative records
   C-11 Interpret graphed data
   D-1 Distinguish between dependent and independent variables.
   D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, replication).
   D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
6. Enhance skills related to effective professional conduct (self-directed learning, civil and considerate behavior, thoughtful discussion, cooperative project work, polished work products).

**MATERIALS AND PROCEDURES:**

1) **LAB MANUAL:** The manual for this class is available from CopyPro (1300 W. Hickory, Denton, TX 76201). All in-class activities and lab notes are in this manual. Activity pages will be collected throughout the semester for feedback and grading.
2) **PARTNERS:** Many class activities and projects will require a partner. You may change partners as often as you like. You must use your UNT email address to contact one another. Partners outside of class are not allowed.
3) **CLASS MATERIALS FOR ONLINE LEARNING:**
   This course includes online learning components. To fully participate in this class, students will need internet access to reference content on the Learning Management System. Students should also be prepared to isolate or quarantine because of the ongoing COVID-19 pandemic, and should assure access to an internet connection of sufficient speed, zoom, a webcam, and a microphone starting at the beginning of the semester. Information on how to be successful in an online learning environment can be found at https://online.unt.edu/learn. If you do not have these resources readily available, please speak with the instructor as soon as possible.

**Technical Assistance**
Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.
**UIT Help Desk:** UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
**Email:** helpdesk@unt.edu
**Phone:** 940-565-2324
**In Person:** Sage Hall, Room 130
**Walk-In Availability:** 8am-9pm
**Telephone Availability:**
   - Sunday: noon-midnight
   - Monday-Thursday: 8am-midnight
   - Friday: 8am-8pm
   - Saturday: 9am-5pm
**Laptop Checkout:** 8am-7pm
For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)
Canvas: Students will be required to access and interact with class materials, readings, zoom links, announcements, discussions, and other materials via the Canvas site. Canvas materials, including 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 material 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.

Canvas Technical Requirements: https://clear.unt.edu/supported-technologies/canvas/requirements

Course and Syllabus Changes

With the COVID-19 pandemic once again ramping up due to low vaccination rates and a new variant, the plans for the Fall 2021 semester may need to change in response to changing circumstances. Remote instruction may be necessary if community health conditions change. Students should be prepared to engage with this course remotely through zoom (see “Class materials for online learning” section, above), either in response to such a change or in response to a need to individually isolate.

Additionally, the instructor reserves the right to change the syllabus for other reasons including an unanticipated need for logistical rearrangements or for the purpose of improving the course sequence. Any syllabus changes will be announced in class as well as on canvas. Students are expected to attend to these announcements, to note changes on their syllabus, and to respect any adjustments in due dates or other expectations that come about as a result of such changes.

Rules of Engagement

It is important to treat one another with kindness and respect as we go through our learning process. The unusual conditions presented by the pandemic can make this task more ambiguous or difficult. Therefore please review these rules of engagement, which delineate the way that you are expected to interact with each other and with your instructors. Remember to keep them in mind as we support one another through the semester.

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas. Do not attack individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk”.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

## Student Activities, Requirements, and Point Allocations

<table>
<thead>
<tr>
<th>Activity</th>
<th>Requirements</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Lab Manual</td>
<td>During class, students will engage in a variety of activities designed to extend concepts and practice technical skills related to observation and measurement of behavior. Students will also fill out active reading guides and will be quizzed on reading materials. The materials for all of these activities will be submitted online after each lesson and are due by 11:59 pm on the due date. The student’s class attendance is mandatory in order for this material to be assigned a grade. Each day’s lesson will be graded and feedback provided. Applying this feedback (where relevant) in future activities will be a major part of the criterion for subsequent grades. <em>If there is an excused absence, a copy of the documentation should be attached to the missed activity/observation.</em></td>
<td>25 pts</td>
</tr>
<tr>
<td>Systems Project with lab partner</td>
<td>Students will design and carry out three complete observational systems. They will write a report including definitions of their three behaviors, data sheets, observation and reliability procedures, a table of the data, a graph of the data, and a description of the data. This project will be completed with partners. The report will be turned in once for feedback, then re-submitted for a final grade. Both submissions are required to earn a final grade. In addition to fulfilling the requirements of the project rubric, adherence to feedback from the initial submission will be a major part of the criterion for the final grade.</td>
<td>25</td>
</tr>
<tr>
<td>Teach Us Presentation</td>
<td>Students will give a short presentation to the class that details how they would apply class concepts to particular behaviors in their chosen application area. A practice presentation will be given first to an instructor. This practice presentation is required in order to earn points for the final presentation. In addition to fulfilling the requirements of the project rubric, adhering to feedback provided during the practice run will be a major part of the criterion for the final grade.</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>The comprehensive written exam will cover all materials and skills learned in the class. Reviews and practices will be available.</td>
<td>20</td>
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</tbody>
</table>

**TOTAL POINTS** 100

**Grading Scale**

A= 100-90, B=89-80, C=79-70, D=69-60, F= 59 or below
STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to you with an opportunity to evaluate how this course is taught. You will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox.

COURSE POLICIES

Face Coverings: To protect yourself and others from COVID infection, as recommended by current CDC guidelines, I ask everyone to comply with the new mandate from the city of Denton and wear a face covering in class and whenever indoors, regardless of vaccination status. While we at UNT cannot mandate face coverings, their use is a part of basic consideration for others. There will be vulnerable people around you and in the UNT community. Please signal your respect for them, your instructors, and your classmates by wearing your mask through the entirety of class. Should you come to class without a mask, one will be offered to you. Face covering guidelines could change based on community health conditions.

Classroom distancing and other protocols: On the first day of class, I will be outlining a few simple procedures and rules for moving around the classroom and completing our activities safely and with maximized social distance. Please attend to these rules and take notes if you need to. These habits should become second nature after the first few class periods, and will serve to make sure that our class does not contribute to any disease transmission even as the community situation fluctuates.

Vulnerable individuals: If you or a housemate are vulnerable to transmissible disease or uncomfortable during this time of heightened caution, I ask that you please reach out to me or the TA. We want to work with you and will be able to find a way to allow you to engage safely and comfortably with the learning process.

Food and drink: Food and drink is not allowed in the classroom unless your individual ODA accommodations have determined otherwise. If you have accommodations, please replace your face covering between instances of eating or drinking. If you have special circumstances that makes this rule problematic but do not have ODA accommodations, please speak with the instructors.

Absences/late work: If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) YOU SHOULD NOT COME TO CLASS IN PERSON. 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 COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. If you cannot come to class for this reason or if you are required to quarantine or isolate for COVID-19 related reasons, assuming you are still feeling well, you will be expected to attend class via Zoom. Contact your instructor immediately for class links and online materials, If you are not feeling well, you will automatically receive “permission” (as described below) to make
up classes or (as circumstance warrants) to work with instructors towards accommodations that prioritize your health. Please contact the instructor or the TA immediately so that we can work with you.

Lab manual grades are dependent on class attendance as well as the work itself. If you must be absent for any reason other than COVID-19, you should arrange to meet with the TA or instructor to complete the class requirements early. No assignments turned in after the due date can be accepted unless specific permission is obtained from the instructor or TA. If you need to submit an activity late, you must contact the instructor or TA and arrange to do so. If you have permission to turn in late material, you are responsible for making a timely appointment with the TA or instructor to make up the class. We have established this policy because this class builds on itself continually, so tardy work can affect later classes and requires us to check in with you to be sure your learning sequence is intact. Unless emergency circumstances call for it, no material may be submitted more than 2 weeks after the original due date, even with permission. In general, late work will earn half points unless circumstances are extenuating.

**Student Conduct:** As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

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.

**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.

**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.

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.

This course is not considered an online course, though some students may need to attend online due to COVID-19 isolation or if the university shifts to online courses in the face of developing ongoing public health needs. If a student has any questions about how this course meets F-1 regulatory requirements, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification.

STUDENT RESOURCES
Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
Academic Success Center (https://success.unt.edu/asc)
UNT Libraries (https://library.unt.edu/)
Writing Center (http://writingcenter.unt.edu/)
Writing Lab - http://writinglab.unt.edu/
Office of Disability Accommodation - http://disability.unt.edu/
Learning Center - http://learningcenter.unt.edu/ UNT
Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
Career Center (https://studentaffairs.unt.edu/career-center)
Multicultural Center (https://edo.unt.edu/multicultural-center)
Pride Alliance (https://edo.unt.edu/pridealliance)
UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

BASIC NEEDS POLICY
Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me to discuss your needs. 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)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**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.

**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?

**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 Canvas for contingency plans for covering course materials.
<table>
<thead>
<tr>
<th>Date</th>
<th>(Lessons)</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>(0)</td>
<td>Course Overview</td>
<td>Syllabus</td>
<td>Engage with introduction discussion and upload accommodations</td>
</tr>
<tr>
<td>Aug 26</td>
<td>(1)</td>
<td>Basic Issues in Measurement</td>
<td>Reading: Basic issues in measurement</td>
<td>Active Reading (before class) &amp; Lesson 1</td>
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<tr>
<td>Aug 31</td>
<td>(2)</td>
<td>Behavior as a Scientific Datum</td>
<td>Reading: A system of behavior</td>
<td>Active Reading (before class) &amp; Lesson 2</td>
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<tr>
<td>Sept 2</td>
<td>(3.1)</td>
<td>Descriptive and Interpretative Approaches to Behavior</td>
<td>Reading: Selection and definition of behavior</td>
<td>Active Readings (before class) &amp; Lesson 3.1 &amp; Lesson 3.2</td>
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<tr>
<td></td>
<td>(3.2)</td>
<td>Creating Behavioral Definitions</td>
<td>Reading: Target behavior Reading: Behavioral definitions in applied behavior analysis: Explicit or Implicit</td>
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<tr>
<td>Sept 7</td>
<td>(4)</td>
<td>Writing a Behavioral Definition</td>
<td>Reading: Behavior Definitions</td>
<td>Active Reading (before class) &amp; Lesson 4</td>
</tr>
<tr>
<td>Sept 9</td>
<td>(5)</td>
<td>Increasing Accuracy of Observations</td>
<td>Reading: Improving and Assessing the Quality of Behavioral Measurement</td>
<td>Active Reading (before class) &amp; Lesson 5</td>
</tr>
<tr>
<td>Sept 14</td>
<td>(6.1)</td>
<td>Dimensional Properties of Behavior</td>
<td>Reading: Dimensional quantities and units of measurement</td>
<td>Active Reading (before class) &amp; Lesson 6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach-us Presentation Instructions</td>
<td>Teach-Us Project Instructions</td>
<td>Upload teach-us topic (application area)</td>
</tr>
<tr>
<td>Sept 16</td>
<td>(6.2)</td>
<td>Review Game</td>
<td>NO reading</td>
<td>Lesson 6.2</td>
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<tr>
<td></td>
<td></td>
<td>Teach-us checkup (finding measurement procedures)</td>
<td></td>
<td>Upload checkup notes</td>
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<tr>
<td>Sept 21</td>
<td>(7.1)</td>
<td>Frequency Measures &amp;</td>
<td>Reading: Frequency of a performance as a fundamental datum</td>
<td>Active Reading (before class) &amp; Lesson 7.1 &amp; Lesson 7.2</td>
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<tr>
<td></td>
<td>(7.2)</td>
<td>Duration Measures &amp;</td>
<td>Reading: Frequency measures (no active reading)</td>
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<tr>
<td>Sept 23</td>
<td>(8.1)</td>
<td>Frequency in the Field &amp; (Observation Period)</td>
<td>NO reading</td>
<td>Lesson 8.1 Lesson 8.2</td>
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<tr>
<td></td>
<td>(8.2)</td>
<td>Duration in the Field (Observation Period)</td>
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<tr>
<td>Date</td>
<td>Lesson</td>
<td>Activity/Reading</td>
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<tr>
<td>Sept 28</td>
<td>(9.1)</td>
<td><strong>Opportunity-Based Recording Introduction</strong>&lt;br&gt;Reading: The effects of behavioral training on staff implementation of discrete-trial teaching</td>
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<td></td>
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<td>Systems Project Instructions</td>
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<td>Upload Partner</td>
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<td>Sept 30</td>
<td>(9.2)</td>
<td><strong>Opportunity-Based in the Field</strong>&lt;br&gt;(Observation Period)</td>
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<td></td>
<td></td>
<td>NO reading</td>
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<tr>
<td>Oct 5</td>
<td>(10)</td>
<td><strong>Teach Us Presentation Checkups &amp; Review Game</strong>&lt;br&gt;NO reading</td>
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<tr>
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<td>Present to Instructors</td>
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<tr>
<td>Oct 7</td>
<td>(10)</td>
<td><strong>Teach Us Presentation Checkups &amp; Review Game</strong>&lt;br&gt;NO reading</td>
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<tr>
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<td>Present to Instructors</td>
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<tr>
<td>Oct 12</td>
<td>(11.1)</td>
<td><strong>Graphing</strong>&lt;br&gt;Reading: Graphing&lt;br&gt;Reading: Graphs&lt;br&gt;Reading: … and rackets</td>
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<td>Active Reading (before class) &amp; Lesson 11.1</td>
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<td>Oct 14</td>
<td>(11.2)</td>
<td><strong>Cumulative Record</strong>&lt;br&gt;(no active reading)</td>
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<td>Active Reading (before class) &amp; Lesson 11.2</td>
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<td>Oct 19</td>
<td>(11.3)</td>
<td><strong>Standard Celeration Charting</strong>&lt;br&gt;Reading: Precision Teaching: The Standard Celeration Chart</td>
<td>Upload Checkup Plan</td>
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<tr>
<td></td>
<td></td>
<td>Active Reading (before class) &amp; Lesson 11.3</td>
<td></td>
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<tr>
<td>Oct 21</td>
<td>(12.1)</td>
<td><strong>Self Observation &amp; the Quantified Self</strong>&lt;br&gt;(no active reading)</td>
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<td></td>
<td></td>
<td>Active Reading (before class) &amp; Lesson 12.1</td>
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<tr>
<td></td>
<td>(12.2)</td>
<td><strong>Scatterplot</strong>&lt;br&gt;Reading: A scatter plot for identifying stimulus control of problem behavior</td>
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<tr>
<td>Oct 26</td>
<td>(13.1)</td>
<td><strong>Sampling</strong>&lt;br&gt;Reading: Continuous interval methods (no active reading)&lt;br&gt;Reading: Use of Discontinuous Methods of Data Collection in Behavioral Intervention: Guidelines for Practitioners</td>
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<td></td>
<td></td>
<td>Active Reading (before class) &amp; Lesson 13.1</td>
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<tr>
<td>Oct 28</td>
<td>(13.2)</td>
<td><strong>Sampling in the Field</strong>&lt;br&gt;(Observation Period)&lt;br&gt;NO reading</td>
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<td></td>
<td></td>
<td>Lesson 13.2&lt;br&gt;Turn in Systems Project to Canvas by 11:59 pm</td>
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<tr>
<td>Nov 2</td>
<td>(14.1)</td>
<td><strong>PLA Check</strong>&lt;br&gt;Reading: Planned activity check: Materials for training observers (no active reading, 2 files on canvas)</td>
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<td>Active Reading (before class) &amp; Lesson 14.1</td>
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<td>Nov 4</td>
<td>(14.2)</td>
<td><strong>PLA-Check in the Field</strong>&lt;br&gt;(Observation Period)&lt;br&gt;NO reading</td>
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<td>Active Reading (before class) &amp; Lesson 14.2</td>
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<tr>
<td>Nov 9</td>
<td>(15)</td>
<td><strong>Experimental Design and Visual Analysis p.1</strong>&lt;br&gt;Reading: Single Subject Design</td>
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<td></td>
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<td>Active Reading (before class)</td>
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<tr>
<td>Nov 11</td>
<td>(16)</td>
<td><strong>Experimental Design and Visual Analysis p.2</strong>&lt;br&gt;NO reading</td>
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<td>Lesson 15/16</td>
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<td>Date</td>
<td>Event</td>
<td>Reading</td>
<td>Additional Information</td>
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<td>Nov 16</td>
<td>Teach Us Project Presentations</td>
<td>NO reading</td>
<td>Present Teach-Us Presentations to Class</td>
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<td>Nov 18</td>
<td>Teach Us Project Presentations</td>
<td>NO reading</td>
<td>Present Teach-Us Presentations to Class</td>
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<td>Corrected Systems Project to Canvas by 11:59 pm</td>
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<td>Nov 23</td>
<td>Thanksgiving Break – no class</td>
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<td>Nov 25</td>
<td>Prep exam 1</td>
<td>NO reading</td>
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<tr>
<td>Nov 30</td>
<td>Prep exam 2</td>
<td>NO reading</td>
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<td>Dec 2</td>
<td>Final Exam</td>
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</table>
BEHV 3440 READINGS (POSTED ON CANVAS)


Cooper, Heron, & Heward (2007) Improving and assessing the quality of behavioral measurement. In Applied Behavior Analysis (pp 102-124) Pearson


ACCOMMODATIONS DESCRIPTIONS:

Please describe any points of your unique life that will or may weigh on the logistical implementation of this class. For each, please tell me if it’s just something I should be aware of or if there is a particular point of reasonable accommodation or flexibility that can be provided. You may write on this page, take a picture, and upload the picture to the “accommodations” assignment on Canvas. Alternately, you may simply type text into that assignment.