Instructor: 
Dr. April Becker

Office Hours: 
Monday 2:00-4:00 pm
AND by appointment
Room 360G Chilton Hall
April.Becker@unt.edu

Course Meeting Information:
Mo Tu Wed Th 12:00PM - 1:50PM July 8 – Aug 9
LANG 310

Course Tutoring:
Williams Espericueta
Monday & Thursday 2:00-3:00 pm
AND by appointment
Room 361E Chilton Hall
Williamsespericueta@my.unt.edu

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 be need an accommodation of some kind since you are all unique and diverse individuals with complex histories and current situations. I request that you all submit a description of your accommodations using the attachment to this syllabus. If your accommodations need to go through ODA as well, please include ODA paperwork and make sure to get it to me by the 3rd week. 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 so that work, childcare, eldercare and other life responsibilities are compatible with your success.

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 childcare solution, bringing an older child 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 children. 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)”

BEHV 3440 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. The course also includes an introduction to the logic of single subject designs. Students should enroll in this class only after they have taken BEHV 2300, 2700, or 3150.

1. Write a reliable operational definition of behavior.
2. Record behavior with different recording methods and select the appropriate method.
3. Calculate the reliability of data.
4. Put data into table and graph format.
5. Read and describe linear graphs and cumulative records.
6. Design entire observational systems.
7. Enhance skills related to effective professional conduct (self-directed learning, civil and considerate behavior, thoughtful discussion, cooperative project work, polished work products).
This is a four credit hour lab class.

1) **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.

2) **LAB MANUAL:** You are required to purchase a lab manual from CopyPro (1300 W. Hickory, Denton, TX 76201). All in-class activities and lab notes are in this manual. Manual activities will be collected throughout the semester in order to provide feedback and continuous grading.

### 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. If there is an excused absence, a copy of the documentation and a verification number should be attached to the missed activity/observation. Each lab is assigned a point value. Every 8 lab manual points = 1 class point.</td>
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<tr>
<td><strong>Systems Project</strong> with lab partner</td>
<td>Students will design and carry out three complete observational systems. They will write a report including definitions of at least 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.</td>
<td>25</td>
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<tr>
<td><strong>Teach Us Presentation</strong></td>
<td>Students will give a short presentation to the class that details how they would apply class concepts to three behaviors in their chosen application area.</td>
<td>30</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>The comprehensive 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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<tr>
<td><strong>TOTAL POINTS</strong></td>
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<td><strong>100</strong></td>
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**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.

ABSENCES

Whenever possible, if you must be absent you should arrange to make up the class before it occurs. Excused absences can be made up for full points, unexcused absences can be made up early for ¾ credit or late for ½ credit. Students are required to meet with the instructor or TA in order to make up their absences. Neither excused nor unexcused absence may be made up more than 2 weeks after the class. 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 examinations.

STUDENT CONDUCT

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.

STUDENT RESOURCES

Office of Disability Accommodation - http://disability.unt.edu/
Learning Center - http://learningcenter.unt.edu/ UNT
Writing Lab - http://writinglab.unt.edu/
## Course Schedule Fall 2018

<table>
<thead>
<tr>
<th>Date (Lesson)</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Jul 8</td>
<td>Course Overview</td>
<td>Syllabus</td>
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<tr>
<td>Jul 9 (1)</td>
<td>Basic Issues in Measurement</td>
<td>Reading 1: Basic issues in measurement</td>
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<tr>
<td>Jul 10 (2)</td>
<td>Behavior as a Scientific Datum</td>
<td>Reading 2: A system of behavior</td>
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<tr>
<td>Jul 11 (3)</td>
<td>Descriptive vs. Interpretative of Behavior</td>
<td>Reading 3.1: Selection and definition of behavior</td>
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<td></td>
<td>Creating Behavioral Definitions</td>
<td>Reading 3.2: Target behavior</td>
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<td></td>
<td>Writing a Behavioral Definition</td>
<td>Reading 3.3: Behavioral definitions in applied behavior analysis: Explicit or Implicit</td>
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<tr>
<td>Jul 15 (4)</td>
<td>Increasing Accuracy of Observations</td>
<td>Reading 3.4: Observation methods in applied behavior analysis</td>
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<tr>
<td>Jul 16 (5)</td>
<td>Dimensional Properties of Behavior</td>
<td>Reading 4: Improving Observation</td>
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<tr>
<td></td>
<td>Teach-us Presentation Instructions</td>
<td>Reading 5: Dimensional quantities and units of measurement</td>
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<td></td>
<td>Review Game</td>
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<tr>
<td>Jul 17 (6)</td>
<td>Frequency &amp; Duration Introduction</td>
<td>Reading 6.1: Frequency of a performance as a fundamental datum</td>
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<td>Reading 6.2: Frequency measures</td>
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<td></td>
<td></td>
<td>Reading 6.3: Duration Measures</td>
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<tr>
<td>Jul 18 (7)</td>
<td>Frequency &amp; Duration in the Field (Observation Period)</td>
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<tr>
<td>Jul 22 (8)</td>
<td>Opportunity-Based Recording Introduction</td>
<td>Reading 8: The effects of behavioral training on staff implementation of discrete-trial teaching.</td>
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<tr>
<td></td>
<td>Systems Project Instructions</td>
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<tr>
<td>Jul 23 (9)</td>
<td>Opportunity-Based in the Field (Observation Period)</td>
<td>NO reading for class</td>
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<tr>
<td>Jul 24 (10)</td>
<td>Teach Us Presentations Checkups/Review Game</td>
<td>NO reading for class</td>
<td>Present to Instructors &amp; Student-led Review</td>
</tr>
<tr>
<td>Jul 25 (10)</td>
<td>Teach Us Presentation Checkups/Review Game</td>
<td>NO reading for class</td>
<td>Present to Instructors &amp; Student-led Review</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Topics</td>
<td>Due Date</td>
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<tr>
<td>Jul 29</td>
<td>Sampling Introduction</td>
<td>Reading 11: Continuous interval methods</td>
<td>Turn in Systems Project to Canvas by 11:59 pm</td>
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<tr>
<td>Jul 30</td>
<td>Sampling in the Field (Partial Observation Period)</td>
<td>NO reading for class</td>
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<tr>
<td>Jul 31</td>
<td>Graphing</td>
<td>Reading 13.1: Graphing Reading 13.2: Graphs Reading 13.3: … and rackets Reading 13.4: The Cumulative Record Reading 13.5: Precision Teaching: The Standard Celeration Chart</td>
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<tr>
<td>Aug 1</td>
<td>Quantified-Self &amp; Scatterplot</td>
<td>Reading 14.1: Counting every moment Reading 14.2 The perfected self Reading 14.3: A scatter plot for identifying stimulus control of problem behavior</td>
<td></td>
</tr>
<tr>
<td>Aug 5</td>
<td>Experimental Design and Visual Analysis</td>
<td>Reading 17: Single Subject Design</td>
<td>Corrected Systems Project to Canvas by 11:59 pm</td>
</tr>
<tr>
<td>Aug 6</td>
<td>Teach Us Project Presentations</td>
<td>NO reading for class</td>
<td>Present Teach-Us Presentations to Class</td>
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<tr>
<td>Aug 7</td>
<td>Teach Us Project Presentations</td>
<td>NO reading for class</td>
<td>Present Teach-Us Presentations to Class</td>
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<tr>
<td>Aug 8</td>
<td>Training for Final</td>
<td>NO reading for class</td>
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<tr>
<td>August 9</td>
<td>Final Exam 12:00 - 3:30 pm</td>
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**BEHV 3440 Readings**

- **Basic Issues in measurement.** In Simkins, L. D. The basis of psychology as a behavioral science (pp. 126-137). Englewood Cliffs, NJ: Prentice-Hall.


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


BEHV 3440 Summer 2019