Instructor:
Dr. April Becker (she/her)

Office Hours:
Monday (starting week 2) 4:30-5:30 pm and by appointment
April’s Zoom Room (canvas link)
April.Becker@unt.edu

Course Meeting Information:
Mo Tu Wed Th 12:00PM - 1:50PM
Summer 5W2

Grading/Tutoring:
Stephon Primous III (he/him)
by appointment
Stephon’s Zoom Room (canvas link)
Stephonprimousii@my.unt.edu

SUMMER COURSES
This summer course covers almost all material from the long semesters. As such, it is a whirlwind. You should plan on spending a great deal of time on this course outside of class time during these intensive 5 weeks. Daily in-class lessons will often need to be completed at home, and there are many outside projects. Projects will come rapidly toward the end: don’t let them snowball! While such an accelerated rate of learning can be challenging, it can also be fruitful if you are prepared. Avoid slipping behind, and catch up right away if something does make you slip. Where possible in your individual scenario, don’t forget to prioritize full amounts of sleep, good food, and exercise. These things have an enormous impact on your learning and retention and will make the pace of this class easier to manage, increasing the efficiency of your work and study.

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. 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 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 to make your course compatible with work, childcare, eldercare, pandemic demands, mental health, and other life responsibilities.

POLICIES ON CHILDREN
Respecting parenting status is part of my overall commitment to respecting the wonderful diversity of our UNT community. 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. These policies also apply to elder care.

**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.
9. 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: 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. Manual activities will be submitted online throughout the semester in order to provide feedback and continuous grading.

<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. <em>If there is an excused absence, a copy of the documentation and a verification number should be attached to the missed activity/observation.</em> Each lab is assigned a point value.</td>
<td>25 pts</td>
</tr>
<tr>
<td>Systems Project with lab partner</td>
<td>Students will design three complete observational systems and use them to record data for 5 days. 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>
</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 three behaviors in their chosen application area.</td>
<td>30</td>
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<tr>
<td>Final Exam</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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</table>

**TOTAL POINTS** 100

**Grading Scale**
A= 100-90, B=89-80, C=79-70, D=69-60, F= 59 or below

BEHV 3440 Summer 2022
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.

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 SUMMER 2022

<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 11 (0)</td>
<td>Course Overview</td>
<td>Syllabus</td>
<td></td>
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<tr>
<td>Jul 12 (1)</td>
<td>Basic Issues in Measurement</td>
<td>Reading: Basic issues in measurement</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Jul 13 (2)</td>
<td>Behavior as a Scientific Datum</td>
<td>Reading: A system of behavior</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>Jul 14 (3)</td>
<td>Descriptive and Interpretative Approaches to Behavior &amp; Creating Behavioral Definitions</td>
<td>Reading: Selection and definition of behavior Reading: Target behavior Reading: Behavioral definitions in applied behavior analysis: Explicit or Implicit</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>Jul 18 (4)</td>
<td>Writing a Behavioral Definition</td>
<td>Reading: Behavior Definitions</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>Jul 19 (5)</td>
<td>Increasing Accuracy of Observations</td>
<td>Reading: Improving and Assessing the Quality of Behavioral Measurement</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>Jul 20 (6)</td>
<td>Dimensional Properties of Behavior</td>
<td>Reading: Dimensional quantities and units of measurement</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>Jul 21</td>
<td>Teach-us Presentations, Part 1</td>
<td>NO reading for class</td>
<td>Teach-us Uploads</td>
</tr>
<tr>
<td>Jul 25 (7.1)</td>
<td>Frequency Measures &amp; Duration Measures &amp; Review Game</td>
<td>Reading: Frequency of a performance as a fundamental datum Reading: Frequency measures (no active reading) Reading: Duration measures (no active reading)</td>
<td>Lesson 7 Review Game</td>
</tr>
<tr>
<td>Jul 26 (8.1)</td>
<td>Frequency in the Field &amp; Duration in the Field (Observation Period)</td>
<td>NO reading for class</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>Jul 27 (9)</td>
<td>Opportunity-Based Recording Introduction</td>
<td>Reading: The effects of behavioral training on staff implementation of discrete-trial teaching</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>Jul 28 (10)</td>
<td>Opportunity-Based in the Field (Observation Period)</td>
<td>NO reading for class</td>
<td>Lesson 10</td>
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<tr>
<td>Aug 1</td>
<td>Systems Project, Part 1 &amp; Teach Us Presentations, Part 2</td>
<td>NO reading for class</td>
<td>Systems and Teach-Us Uploads</td>
</tr>
<tr>
<td>Aug 2 (11.1)</td>
<td>Graphing</td>
<td>Reading. Graphing Reading: Graphs Reading: … and rackets</td>
<td>Lesson 11</td>
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<tr>
<td>Date</td>
<td>Reading</td>
<td>Notes</td>
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<tr>
<td>Aug 3 (12.1)</td>
<td>Self Observation &amp; the Quantified Self &amp;</td>
<td>Reading: Counting every moment (no active reading)</td>
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<td></td>
<td>Scatterplot</td>
<td>Reading: A scatter plot for identifying stimulus control of problem behavior</td>
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<tr>
<td>Aug 4</td>
<td>Systems Project Part 2</td>
<td>NO reading for class</td>
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<tr>
<td></td>
<td>Teach-Us Presentations, Part 3</td>
<td>Systems and Teach-Us Uploads</td>
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<td></td>
<td>Final Exam Game</td>
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<tr>
<td>Aug 8 (13)</td>
<td>Sampling</td>
<td>Reading: Continuous interval methods (no active reading)</td>
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<td></td>
<td>Exam Practice</td>
<td>Reading: Use of Discontinuous Methods of Data Collection in Behavioral Intervention: Guidelines for Practitioners</td>
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<tr>
<td>Aug 9 (14)</td>
<td>Sampling in the Field (Observation Period)</td>
<td>NO reading for class</td>
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<tr>
<td>Aug 10 (15)</td>
<td>Experimental Design and Visual Analysis I</td>
<td>Reading: Single Subject Design</td>
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<tr>
<td>Aug 11 (16)</td>
<td>Experimental Design and Visual Analysis II</td>
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<tr>
<td>August 12</td>
<td>Final Exam</td>
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BEHV 3440 READINGS


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


