

# BEHV 5000

## DATA COLLECTION & ANALYSIS

### Fall 2023

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**Instructor:**

Dr. April Becker  
Office Hours: 4:15 – 5:15 pm Thursdays,  
AND by appointment  
Chilton 360G  
or Zoom room (canvas)  
[April.Becker@unt.edu](mailto:April.Becker@unt.edu)

**Course Meeting Information:**

Tuesdays 6:00PM - 8:50PM  
Lanugage Building Room 214  
August 21-December 15, 2023

### 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 3<sup>rd</sup> 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.

### COURSE DESCRIPTION:

In this course, you will learn about behavior as a scientific subject matter, the scientific significance of measurement, the philosophical considerations of choosing measurement and analytical units, how to write behavioral definitions, how to use several recording systems, how to choose recording systems, how to assess the measurement system, and how to read and display data into tables and graphs. You will learn to design observational systems, to monitor behavior over time, and make data-based decisions.

## **COURSE OBJECTIVES (BCBA TASK LIST #):**

1. Students will be able to distinguish behavioral from nonbehavioral measures of behavior. (A-3)
2. Students will be able to distinguish topographical from functional definitions of behavior.
3. Students will be able to use direct, indirect, product, general, and specific list approaches to defining behavior. (C-2)
4. Students will be able to write behavior definitions amenable to measurement operations. (C-1)
5. Students will be able to perform frequency, duration, latency, IRT, percentage, topography, magnitude, trials to criterion, and other measurements. (C-3, C-4, C-5, C-6)
6. Students will be able to perform sampled measurements. (C-7)
7. Students will be able to read, display and describe data on tables and graphs. (C-10)
8. Students will be able to utilize table and written graphical data to make decisions. (C-11)
9. Students will be able to choose appropriate recording systems and graphs for given observation situations. (C-9)
10. Students will be able to assess the accuracy and reliability of measurement systems. (C-8)
11. Students will be able to design data collection systems for measurement of a variety of behaviors and environmental conditions.

## **TEXTBOOKS:**

- Optional: Johnston, J. M., & Pennypacker, H. S. Strategies and tactics of behavioral research.  
*This is not a required purchase, but for those of you initiating a career in behavior analysis, I recommend that you acquire a copy of this book at some point. The second edition is more rigorous and detailed than the third and fourth, but harder to find. Purchase as you strategically wish. Select readings for this course will be available on canvas.*
- Reading packet: You can obtain your readings from FedEx (2430 S Interstate 35 #176, Denton, TX 76205). Ask for BEHV 5000: Observation and Measurement of Behavior and Environment.

## **OTHER MATERIALS:**

- Celeration Finder (Easy Charter, Model: CT-EZC-A-01, Price: \$8.00). You will find it in the link Standard Celeration Tools: <http://www.behaviorresearchcompany.com/>
- Optional: Counter (available for checkout), Ruler, Smartphone apps (timer/stopwatch, calculator, etc.)

- **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](mailto: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 EXPECTATIONS:

Students are expected to:

- Complete all readings before each class period
- Turn in all assignments including daily reading assignments on time
- Participate actively in class discussions and activities
- Regularly monitor their UNT e-mail and canvas and to respond accordingly to messages pertaining to schedule changes, clarifications, or other course-relevant announcements and requests
- Communicate any problems, questions, concerns, or requests to the instructor and TA in a timely and polite manner

Students will be evaluated in part on preparedness for in-class activities.

Instructors and TAs are expected to:

- Provide timely feedback and grade assignments where scheduled
- Answer UNT emails and canvas messages within 24-48 business day hours
- Communicate course changes, issues, questions, or requests to students in a timely and polite manner

## SCHOLARLY EXPECTATIONS

Students are expected to:

- 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.
- 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 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.

## **COURSE POLICIES**

**Food and drink:** Food and drink is generally allowed in class. If public health conditions call for it, I reserve the right to prohibit food and drink in the classroom (excepting individuals whose ODA accommodations allow it). If you have special circumstances that makes such an eventuality problematic but do not have ODA accommodations, please speak with the instructors.

**Absences/late work:** In general, you should not plan to miss class. Not only is your daily class activity grade contingent on your presence, but absences will severely impact your ability to perform. That said, we understand that life happens. If you have an emergency or inescapable scheduling problem, come talk to us. We will accommodate to the extent that we can without jeopardizing your learning or the learning of others.

If you have become ill, you may request to come to class via zoom, however the provision of this option will depend on the lesson.

**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.

**Course and Syllabus Changes:** The instructor reserves the right to change the syllabus for any reason 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.

## **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](mailto: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](mailto:oeo@unt.edu) or at (940) 565 2759.

## **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**

Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me do 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**

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>)

- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- 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 eulDs 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.

## 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.
- In this class, it is important to be free to criticize ideas while also showing respect to those that disagree with you. Treat your instructor and classmates with respect in any communication, even and especially when an 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.
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally
- Be self-skeptical and fact-check yourself
- Think first when you type or talk

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

## COURSE SCHEDULE FALL 2023

DATE	TOPICS	READINGS	ASSIGNMENT START/ ASSIGNMENTS DUE
WEEK 1 AUG 22	<b>INTRODUCTION</b> <b>INTRODUCTION OF</b> <b>SELF-TEACHING</b> <b>PROJECT</b>		<b>SELF-TEACHING</b> <b>DECK A</b> <b>READ-READ (OUT</b> <b>LOUD) START</b>
WEEK 2 AUG 29	<b>BASIC ISSUES OF</b> <b>MEASUREMENT</b>	<ul style="list-style-type: none"> <li>•Syllabus</li> <li>•Basic Issues in measurement (pp. 126-151). Simkins, L. D. (1969). The basis of psychology as a behavioral science. Englewood Cliffs, NJ: Prentice-Hall</li> </ul>	<b>OUTLINES</b> <b>SELF-TEACHING</b> <b>DECK A</b> <b>READ-SAY</b> <b>(OUT LOUD)</b> <b>(BASELINE) START</b>
WEEK 3 SEPT 5	<b>BEHAVIOR AS A</b> <b>SCIENTIFIC DATUM</b>	<ul style="list-style-type: none"> <li>•A system of behavior (pp. 3-12). Skinner, B. F. (1938). The behavior of organisms: An experimental analysis. Englewood Cliffs, NJ: Prentice-Hall.</li> <li>•Behavior as a scientific subject matter (pp. 15-35). Johnston, J. &amp; Pennypacker, H. (1993). Strategies and tactics of behavioral research. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.</li> <li>•Levitis, D., Lidicker, W., &amp; Freund, G. (2009). Behavioural biologists do not agree on what constitutes behaviour. Animal Behaviour, 78, 103-110.</li> </ul>	<b>OUTLINES</b> <b>SELF-TEACHING</b> <b>DECK A</b> <b>READ-SAY START</b> <b>INTERVENTION</b>
WEEK 4 SEPT 12	<b>PRACTICAL</b> <b>DELINEATION</b> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Functional and topographical definitions. Goldiamond, I. &amp; Thompson, D. (1967/2004). The Functional Analysis of Behavior. Edited and revised by Paul Andronis. Boston, MA: Cambridge Center for Behavioral Studies.</li> <li>•The measurement of behavior (pp. 22-46). Greenspoon, J. &amp; Rosales-Ruiz, J. (Third Draft). Developing Behavior Intervention Programs. Denton, TX: Our Press.</li> <li>•Hawkins, R., Dobes, R. (1977). Behavioral definitions in applied behavior analysis: Explicit or implicit. In B.C. Etzel, J.M. LeBlanc, and D.M. Baer (Eds.), New developments in behavioral research: Theory, method, and application (165-171). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.</li> <li>•Selection and definition of behavior. In Ayllon, T., &amp; Azrin, N. (1968). The token economy: A motivational system for therapy and rehabilitation (pp. 28-39). New York: Appleton-Century-Crofts.</li> </ul>	<b>OUTLINE</b> <b>SELF-TEACHING</b> <b>DECK A</b> <b>CHANGE</b> <b>INTERVENTION IF</b> <b>NECESSARY</b>
WEEK 5 SEPT 19	<b>THE FOUNDATION</b> <b>OF A BEHAVIORAL</b> <b>UNIT</b>	<ul style="list-style-type: none"> <li>•The generic nature of the concepts of stimulus and response (pp. 347-366). Skinner, B. F. (1961). The cumulative record. New York: Appleton-Century-Crofts.</li> </ul>	<b>OUTLINES</b> <b>SELF-TEACHING</b> <b>DECK A</b> <b>CHANGE</b> <b>INTERVENTION IF</b> <b>NECESSARY</b>



WEEK 6 SEPT 26	<b>DEFINITIONS AND UNITS OF BEHAVIOR</b> <hr/> <b>INTRODUCTION OF ANALYSIS OF BEHAVIORAL DEFINITIONS AND RECORDING PROCEDURES PROJECT</b>	<ul style="list-style-type: none"> <li>•The “response” in behavior theory (pp. 129-149). Schoenfeld, W. N. (1976). Pavlovian Journal, 11(3).</li> <li>•Defining response classes (pp. 65-90). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>•Glenn, S. G., Ellis, J., &amp; Greenspoon, J. (1992). On the Revolutionary Nature of the Operant as a Unit of Behavioral Selection. American Psychologist, 47(11), 1329-1336.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A</b> <b>CHANGE INTERVENTION IF NECESSARY</b>  <b>DECK B</b> <b>READ-READ START</b>  <b>START TO WORK ON ANALYSIS OF BEHAVIORAL DEFINITIONS PAPER</b>
WEEK 7 OCT 3	<b>CCELERATION CHARTING</b> <hr/> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Excerpts (pp. 1-76). Graf, S., &amp; Lindsley, O. (2002). Standard celeration charting 2002. Poland, OH. Graf Implements.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A</b> <b>CHANGE INTERVENTION IF NECESSARY</b>  <b>START CHARTING – BOTH DECKS</b>  <b>DECK B</b> <b>READ-SAY (BASELINE) START</b>
WEEK 8 OCT 10	<b>DIMENSIONAL QUANTITIES AND UNITS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>•Dimensional quantities and units of measurement (pp. 91-108). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>•Gilbert, T. (1958). Fundamental dimensional properties of the operant. Psychological Review, 65, 272-282.</li> <li>•Binder, C. (2001). Measurement: a few important ideas. Performance Improvement, 40(3), 20-28.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A</b> <b>CHANGE INTERVENTION IF NECESSARY</b>  <b>DECK B</b> <b>READ-SAY START INTERVENTION</b> <hr/> <b>TURN IN ANALYSIS OF BEHAVIORAL DEFINITIONS AND RECORDING PROCEDURES</b>
WEEK 9 OCT 17	<b>FREQUENCY AS A FUNDAMENTAL DATUM</b> <hr/> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Skinner, B. F., (1966). Rate of Responding as a Datum. In Operant behavior. In W. K. Honig (Ed.), Operant Behavior: Areas of Research and Application. Appleton-Century-Crofts, New York, pp. 12–32.</li> <li>•Frequency of a performance as a fundamental datum (pp. 321-327). Ferster, C., Culbertson, S., &amp; Perrott-Boren, M. (1975).</li> <li>•Kubina Jr, R. M., &amp; LiN, F. Y. (2008). Defining frequency: A natural scientific term. The Behavior Analyst Today, 9(2), 125.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B</b> <b>CHANGE INTERVENTION IF NECESSARY</b>

WEEK 10 OCT 24	<b>DATA VISUALIZATION</b> <hr/> <b>INTRODUCTION OF SELF- OBSERVATION PROJECT/ DESIGN OF AN OBSERVATIONAL SYSTEM</b>	<ul style="list-style-type: none"> <li>•Analyzing Behavioral Data (pp. 295-328). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>•Graphs. In Hartkopf, R. (1985). Math without tears (pp. 100-113). Boston, MA: G. K. Hall &amp; Co.</li> <li>•...and rackets. In Hartkopf, R. (1985). Math without tears (pp. 114-125). Boston, MA: G. K. Hall &amp; Co.</li> <li>•D. M. Baer (1975). In the beginning, there was the response. In E. Ramp &amp; G. Semb. Behavior Analysis Areas of Research and Application (pp. 16-30). Englewood Cliffs, NJ: Prentice Hall, Inc.</li> <li>•Data Visualization Readings Collection</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B CHANGE INTERVENTION IF NECESSARY</b> <hr/> <b>START PRE-DATA WORK ON OBSERVATION PROJECTS</b>
WEEK 11 OCT 31	<b>PRACTICAL DATA COLLECTION: FREQUENCY, DURATION, LATENCY, IRT, OPPORTUNITY- BASED BEHAVIOR</b> <hr/> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Observation and Measurement in Behavior Analysis (pp. 127-150). Miltonberger, Raymond and Weil, Timothy. (2013). APA Handbook of Behavior Analysis: Vol. 1.</li> <li>•Observing and recording (pp. 109-134). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>•Recording Methods (pp. 48-69). Martin, P., &amp; Bateson, P. (1986). Measuring Behavior an introductory guide. New York, NY: Cambridge University Press.</li> <li>•Quick Reads: Frequency measures (pp. 7-17) and Duration Measures (pp. 18-23) and Continuous interval methods (pp. 23-33). Ruggles, T., &amp; Leblanc, J. (1979). Observation methods in applied behavior analysis. Kansas Research Institute for early childhood Education of the Handicapped (ECI Document no. 123). University of Kansas: Lawrence Kansas.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B CHANGE INTERVENTION IF NECESSARY</b> <hr/> <b>YOU SHOULD BE IN DATA COLLECTION FOR SELF- OBSERVATION BY NOW</b>
WEEK 12 NOV 7	<b>PRACTICAL DATA COLLECTION: LOGISTICAL CONSIDERATIONS, VALIDITY, &amp; SAMPLING</b> <hr/> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Repp, A. C., Barton, L., &amp; Brulle, A. (1987). An applied behavior analysis perspective on naturalistic observation and adjustment to new settings. In S. Landesman, P. M. Vietze, &amp; M. J. Begab (Eds.), Living environments and mental retardation (pp. 151-172). Washington DC: American Association of Mental Retardation.</li> <li>•Thompson, C. Holmberg, M., &amp; Baer, D. M. (1974). A brief report on a comparison of time-sampling procedures. Journal of Applied Behavior Analysis, 7, 623-626.</li> <li>•Powell, J. Martindale, A., &amp; Kulp, S. (1975). An evaluation of time-sample measures of behavior. Journal of Applied Behavior Analysis, 8, 463-469.</li> </ul>	<b>OUTLINES</b> <hr/> <b>FINISH AND FINALIZE SELF-TEACHING PROJECT DATA</b> <hr/> <b>YOU SHOULD BE IN DATA COLLECTION FOR OTHER- OBSERVATION BY NOW</b> <hr/> <b>TURN IN SELF- OBSERVATION</b>

WEEK 13 NOV 14	<b>ASSESSING MEASUREMENT</b> <hr/> <b>PRACTICE PERIOD</b>	<ul style="list-style-type: none"> <li>•Assessing measurement (pp. 135-163). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>•The reliability and validity of measures (pp. 86-97). Martin, P., &amp; Bateson, P. (1986).</li> <li>•Neely, L., Davis, H., Davis, J., &amp; Rispoli, M. (2015). Review of reliability and treatment integrity trends in autism-focused research. Research in Autism Spectrum Disorders, 9, 1-12.</li> </ul>	<b>OUTLINES</b> <hr/> <b>TURN IN SELF- TEACHING PROJECT REPORT</b>
NOV 21	No class – Thanksgiving break		
WEEK 14 NOV 28	<b>PROJECT PRESENTATIONS</b>	<b>OTHER - OBSERVATIONAL PROJECT PRESENTATIONS</b>	
WEEK 15 DEC 5	<b>PROJECT PRESENTATIONS</b>	<b>OTHER - OBSERVATIONAL PROJECT PRESENTATIONS</b>	

## STUDENT ACTIVITIES AND REQUIREMENTS

- Reading Outlines
  - Students will outline/summarize their readings weekly and upload those outlines to Canvas before class. Two random students will be chosen to briefly lead an outlined summary for each reading. You may bring an electronic copy of your outline to class, which can be projected on the screen via zoom if you are selected to present it. Outlines should be as parsimonious as possible while still addressing the entire paper. At the end of each outline, students should conclude with their opinion about the most important points raised in the reading and any discussion questions they may have about the reading. Students will earn points weekly for turning in the outlines and several times per semester for presenting the materials outline/summary.
- Assignments and in-class exercises
  - Students will define behaviors, record behavior with different observational systems, calculate the reliability of their observations, and make and read scatterplots, cumulative records, standard celeration and linear graphs of behavior. Weekly points will be earned via submitted materials together with attendance, and one final skills quiz will be worth an additional 5 points.
- Analysis of Behavioral Definition and Recording Procedures
  - Students will select a behavior from JABA and describe the ways it has been defined and measured. Grading for this project is partially dependent on graduate-level writing (spelling, grammar, organization, clarity). Please bring your papers to the writing center for extra tutoring if this is a weak area for you.
- Self-Observation /Design of an Observational System Project
  - Students will design and carry out a complete observational system to measure a behavior of their own. They will write a report including a definition of the behavior, data sheets, observational and reliability procedures, a table of the data, a graph of the data, and a description of the data. Grading will be partially dependent on graduate-level writing (see note above). You will take your feedback and learning from this project and apply it in the subsequent project:
  - Students will design and utilize a complete observation system for one behavior as part of their final skills demonstration. The observation system and data gathered therewith will be presented on the final day of class.
- Self-Teaching Project
  - In this project, students will be both teacher and learner of basic behavior analytic terminology using SAFMEDS. The purpose of this project is not to learn the terms *per se*, but to measure the behavior, chart the data obtained, and make data-based self-teaching decisions based on the data. Students will track their own term-defining behavior and intervene on their own in their own learning. Students will practice making data-based decisions to change or maintain intervention approaches. At the end of the semester, students will submit data that they have collected throughout the semester together with a summary of the decisions they made, the reasons they made them, and an analysis of their merit. Students will also submit the chart and data tables used to monitor the SAFMEDS performance. Student grades will be evaluated based on your implementation, rationale, and discussion of data-based teaching decisions and not on final performance in defining behavior *per se*.

## GRADES

ACTIVITY	% OF GRADE
READING OUTLINES	<b>20%</b>
ATTENDANCE, IN-CLASS EXERCISES	<b>15%</b>
ANALYSIS OF BEHAVIORAL DEFINITION AND RECORDING	<b>10%</b>
SELF-OBSERVATION / DESIGN OF AN OBSERVATIONAL SYSTEM PROJECT	<b>30%</b>
SELF-TEACHING PROJECT	<b>25%</b>

## STUDENT PERCEPTIONS OF TEACHING (SPOT)

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



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