BEHV 5000
DATA COLLECTION & ANALYSIS
Fall 2021

Instructor:
Dr. April Becker
Office Hours:
5:00 – 6:00 pm Mondays,
AND by appointment
Chilton 360 G
or Zoom room (canvas)
April.Becker@unt.edu

Teaching Assistant:
Jared Armshaw, M.S.
Office Hours:
4:00 – 5:00 pm Tuesdays,
AND by appointment Chilton
360 D
or Zoom room (canvas)
jaredarmshaw@my.unt.edu

Course Meeting Information:
Tu 6:00PM - 8:50PM
Lang 314

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.

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 Copypro (1300 W. Hickory, Denton, TX 76201, 940-566-1151). Ask for BEHV 5000: Observation and Measurement of Behavior and Environment. Copypro can mail your reading binder to you at your request.

OTHER MATERIALS:

- Optional: Counter (available for checkout), Ruler, Smartphone apps (timer/stopwatch, calculator, etc.)
- 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](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 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 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

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. If you are not feeling well, you will automatically receive an excused absence and may make up classes or (as circumstance warrants) work with instructors towards other accommodations that prioritize your health. Please contact the instructor or the TA immediately so that we can work with you.

**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:** With the COVID-19 community health conditions changing due to low vaccination rates, low masking rates, and a new variant, the plans for the Fall 2021 semester may need to change in response to circumstances. Remote instruction may be necessary. 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.

**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 website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

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**

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/](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:

- Counseling and Testing Services ([https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services))
- UNT Care Team ([https://studentaffairs.unt.edu/care](https://studentaffairs.unt.edu/care))
- Individual Counseling ([https://studentaffairs.unt.edu/counseling-and-testing-services/services/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](https://studentaffairs.unt.edu/care)
- [UNT ID Card](https://studentaffairs.unt.edu/care)
- [UNT Email Address](https://studentaffairs.unt.edu/care)
- [Legal Name](https://studentaffairs.unt.edu/care)

*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.

**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](https://clear.unt.edu/online-communication-tips)) for more information.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENT START/ ASSIGNMENTS DUE</th>
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<tr>
<td>WEEK 1 Aug 24</td>
<td>INTRODUCTION</td>
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<td>INTRODUCTION OF SELF-TEACHING PROJECT</td>
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<td>SELF-TEACHING</td>
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<td>READ-SAY (OUT LOUD) (BASELINE)</td>
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<td>READ-SAY START INTERVENTION</td>
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<td>CHANGE INTERVENTION IF NECESSARY</td>
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<td></td>
<td>• The measurement of behavior (pp. 22-46). Greenspoon, J. &amp; Rosales-Ruiz, J. (Third Draft). Developing Behavior Intervention Programs. Denton, TX: Our Press.</td>
<td>SELF-TEACHING</td>
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<td>READ-READ START</td>
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<tr>
<td>WEEK 7 Oct 5</td>
<td>DIMENSIONAL QUANTITIES AND UNITS OF MEASUREMENT Celeration Charting</td>
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<td><strong>• Dimensional quantities and units of measurement (pp. 91-108). Johnston, J. &amp; Pennypacker, H. (1993).</strong></td>
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<tr>
<th>WEEK 8 Oct 12</th>
<th>FREQUENCY AS A FUNDAMENTAL DATUM SKILLS REVIEW &amp; PRACTICE - DEFINITIONS</th>
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<tr>
<th>WEEK 9 Oct 19</th>
<th>CONTINUOUS RECORDING INTRODUCTION OF ANALYSIS OF BEHAVIORAL DEFINITION AND RECORDING PROCEDURES PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• 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.</strong></td>
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<tr>
<th>WEEK 10 Oct 26</th>
<th>DISCONTINUOUS RECORDING INTRODUCTION OF SELF-OBSERVATION PROJECT INTRODUCTION OF DESIGN OF AN OBSERVATIONAL SYSTEM</th>
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<tbody>
<tr>
<td>Week</td>
<td>Topic</td>
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• D. M. Baer (1975). In the beginning, there was the response. In E. Ramp & G. Semb. Behavior Analysis Areas of Research and Application (pp. 16-30). Englewood Cliffs, NJ: Prentice Hall, Inc.  
• Data Visualization Readings Collection |
| 14 Nov 23 | **CHARTING PRESENTATIONS** | **FINISH DATA COLLECTION & START WORKING ON PPT FOR OTHER-OBSERVATIONAL PROJECT**  
• Charting Project Presentations  
• Self-Teaching Checkout and Turn-in |
| 15 Nov 30 | **OBSERVATIONAL PROJECT PRESENTATIONS** | **OTHER-OBSERVATIONAL PROJECT PRESENTATIONS** |
| 16 Dec 7 | **OBSERVATIONAL PROJECT PRESENTATIONS** | **OTHER-OBSERVATIONAL PROJECT PRESENTATIONS** |
**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 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:

- **Design of an Observational System**
  - Students will design and utilize a complete observation system for at least two behaviors as part of their final skills demonstration. The observation system and data gathered therewith will be presented on the final day of class.

- **Charting Project**
  - Students will select a data set from a publicly available source. This data should span the course of at least one decade. Students will graph, analyze and describe this data.

- **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

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Reading Outlines</td>
<td>20%</td>
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<tr>
<td>Assignments, In-Class Exercises</td>
<td>15%</td>
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<tr>
<td>Analysis of Behavioral Definition and Recording</td>
<td>10%</td>
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<tr>
<td>Design of an Observational System</td>
<td>20%</td>
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<tr>
<td>Self-Observation Project</td>
<td>10%</td>
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<tr>
<td>Charting Project</td>
<td>5%</td>
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<tr>
<td>Self-Teaching Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

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" (noreply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox.