Instructor Information

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Office Hours

By appointment only.

Course Texts


Supplemental readings (articles, book chapters, documentaries) as assigned by instructor.

Course Overview

This course will introduce the beginning student to a specialty within Applied Behavior Analysis (ABA) called Organizational Behavior Management (OBM). In an effort to establish a strong foundation for understanding OBM, the course will introduce fundamental concepts of Behavior Analysis and the strategies and tactics of its application where necessary. OBM emphasizes the analysis and management of any number of work-related issues in a wide array of settings and contexts. As such, the course will not only appeal to students interested in business-related issues but should also prove interesting for students concerned with understanding organizational structure and its role in the organization of behavior.

Expected outcomes

By the end of the course, the attentive student should be able to:

- Define and describe Organizational Behavior Management
- Identify examples of behavioral principles affecting work performance
- Identify factors that influence behavior in organizations
- Describe a plan for performance measurement
- Generate ideas about how to solve work-related problems
- Describe techniques for improving performance problems
**Performance Contingencies**

**Exercises & Activities:** There will be 20 class activities based on the readings or supplemental materials provided. These activities will be treated as work assignments and will be completed individually or in teams. For team activities, only those students attending team meetings in class the day the assignment is given will be allotted points.

\[20 \text{ activities} \times 10 \text{ points} = 200 \text{ points possible}\]

- 2 **TAKE HOME Individual Activities**
- 9 **IN CLASS Individual Activities**
- 9 **IN CLASS Team Activities**

**Weekly Quizzes:** There will be 9 weekly quizzes covering material from each weekly assigned text. Additional materials that may be incorporated on quizzes include material from previous classes and any supplemental materials discussed or distributed during class. These quizzes are meant to encourage students to read and engage with the material before coming to class.

\[9 \text{ weekly quizzes} \times 10 \text{ points} = 90 \text{ points possible}\]

**Mid-term Exam:** A mid-term exam will be scheduled during the middle of the semester to assess student mastery of presented material. The mid-term will assess all material presented from the first week of class to the mid-term exam.

\[1 \text{ mid-term exam} \times 50 \text{ points} = 50 \text{ points possible}\]

**Team Project:** Students will be assigned to teams, in which they will explore the application of information from assigned readings, lectures, and assignments to a business problem. Teams will be required to make a short (5-10 minute) presentation to the class on their assessment and intervention at the end of the semester. The presentation should make use of the concepts and principles learned in class. The details of this assignment are open-ended and will be discussed throughout the semester. *Submitted projects will be used as exemplars in future semesters, your personal information will be removed from these documents.*

\[1 \text{ presentation} \times 60 \text{ points} = 60 \text{ points possible}\]

**Final Exam:** A final exam will be scheduled during finals week. The final exam will assess all material presented after the mid-term exam. However, students who have earned 395 points, or greater, by the 29th of April, 2014 can elect to skip the final exam. You are encouraged to keep track of your points earned throughout the semester. You will be informed of your status the day of the final exam, in class.

\[1 \text{ final exam} \times 50 \text{ points} = 50 \text{ points possible}\]
GRADE ASSIGNMENT: It is possible for the student to earn a maximum of 450 in the course (not counting the incidental extra-credit questions on a quizzes or exams, activities, or some additional points for exceptionally good work). We plan to offer between 30-40 points in extra credit work (summarizing papers, extra questions on quizzes, etc.). With those points in place, there will be no opportunity to make up assignments missed due to absences. Discussion regarding points entered on blackboard must occur within 3 weeks of the date the activity or quiz was given or assigned in class.

Grading Scale:

- A: 450 - 405
- B: 404 - 359
- C: 358 - 314
- D: 313 - 269
- F: 268 and below

ADA Statement: The Department of Behavior Analysis, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Students with disabilities should discuss, with me, alternative means by which to fulfill the course objectives if their disability prohibits them from taking tests and completing exercises in standard formats.

Detailed Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.20.15</td>
<td>Intro to BEHV 4400</td>
<td></td>
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<tr>
<td>1.27.15</td>
<td>About Behavior Analysis</td>
<td>Cooper et al. Ch 1</td>
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<tr>
<td>2.3.15</td>
<td>Principles of Behavior Analysis</td>
<td>Ch 8, 9, 10, 21</td>
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<tr>
<td>2.10.15</td>
<td>About OBM</td>
<td>O’Driscoll &amp; Ch 1, 2</td>
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<tr>
<td>2.17.15</td>
<td>Team Project and Identify the Problem</td>
<td>Ch 3, 4, 5</td>
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<tr>
<td>2.24.15</td>
<td>Pinpointing</td>
<td>Ch 12, 14</td>
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<tr>
<td>3.3.15</td>
<td>Measurement and Data Collection</td>
<td>Poling et al. &amp; Ch 13, 23</td>
</tr>
<tr>
<td>3.10.15</td>
<td>Analysis (PIC/NIC &amp; ABC)</td>
<td>Doll et al. &amp; Ch 6, 7</td>
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<tr>
<td>3.17.15</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>3.24.15</td>
<td></td>
<td>MIDTERM</td>
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<tr>
<td>3.31.15</td>
<td>Intervention - Antecedent</td>
<td>Ch 11, 20</td>
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<tr>
<td>4.7.15</td>
<td>Intervention - Consequent</td>
<td>Ch 17, 18, 19, 22</td>
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<tr>
<td>4.14.15</td>
<td>Tools</td>
<td>Articles &amp; Ch 15, 16</td>
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<tr>
<td>4.21.15</td>
<td>Behavioral Systems Analysis</td>
<td>Brethower &amp; Binder</td>
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<tr>
<td>4.28.15</td>
<td>Team Meetings</td>
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<td>5.5.15</td>
<td></td>
<td>PRESENTATIONS</td>
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<tr>
<td>5.12.15</td>
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<td>FINAL</td>
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</tbody>
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SCHEDULE: Exact dates and chapters are subject to adjustment. Please keep up with class announcements regarding the content by coming to class.
Name:

Preferred Name (if any):

Class: Major(s): Have you taken any other Behavior Analysis courses?  Y N

   If Yes, what courses?

What are your professional interests (i.e., what do you plan to do after you graduate)?

What do you want to get out of this class?

Do you have any experience managing/ supervising others?  Y N
If Yes, describe your experiences (e.g., what you did, how well it worked, etc.)

Please list the jobs you've held during the last three years.

Do you understand that attendance in this class is critical to successful completion?  _____Yes _____No

Signature ___________________________  Date ______________