

## **Table of Contents**

<b><u>Topic</u></b>	<b><u>Page</u></b>
Department Mission . . . . .	2
The Curriculum . . . . .	2
Requirements for M.S. in Behavior Analysis . . . . .	3
Practica/Internship/Research Problems. . . . .	5
Provisions for Students . . . . .	6
Satisfactory Progress . . . . .	7
Thesis . . . . .	8
Teaching Fellowships . . . . .	9
Douglas P. Field Research Scholarship . . . . .	11
Residency Requirements . . . . .	12
Tuition and Fee Waivers . . . . .	12

## **Appendix**

Application for Teaching Assistantship/Fellowship (see text for deadline)

Application for Douglas P. Field Research Scholarship

Thesis Tracking Form

Descriptions of Departmental Labs and Projects

The Behavior Analysis faculty has agreed on certain general policies regarding a variety of topics of importance to students. Faculty will be guided, individually and collectively, by these policies in their interactions with students, so it is important that you understand these departmental policies. All policies of the Department of Behavior Analysis (DBA) are designed to be consistent with the policies of the University of North Texas (UNT) and the College of Public Affairs and Community Service (PACS). Students with disabilities should contact the graduate advisor, Dr. Manish Vaidya, to discuss accommodations.

## Department Mission

The mission of the Department of Behavior Analysis is to graduate students who are recognized nationally and internationally as “the best,” to provide meaningful service in community partnerships, and to contribute to the advancement of the science and practice of behavior analysis.

## The Curriculum

The faculty has constructed a curriculum that is cumulative in terms of the knowledge base assumed during each succeeding semester. The curriculum is designed to produce master's level behavior analysts whose knowledge and competence equals or exceeds that which can be obtained anywhere else. There are two tracks. The general/research track is designed to prepare students to enter a research-oriented doctoral program. The applied track is designed to prepare students to enter the job market upon graduation or to pursue a doctorate focusing on applied work. Students who want to be prepared for professional work at completion of the master's degree *should complete all coursework in the applied track*. There is some flexibility in the courses students in the research track will take, depending on their individual career goals.

The courses required for the MS degree depend on whether a student selects the research track or the applied track. The core curriculum is the same in either case and core courses should be taken in the order advised by the graduate advisor. *By the end of the student's second year in the program, each student needs to contact the administrative assistant to begin preparation of a degree plan. By this time it is anticipated that each student will have decided on either the applied or research track.* A student may change tracks at any time and any student may take any course, whether the course is required on the specified track or not. However, all courses required by the faculty for one track or the other must be taken before a degree will be awarded. On the following page is a listing of the requirements for both applied and research tracks.

Although specific class attendance policies are determined by individual faculty members, it is expected that graduate students will attend all classes unless precluded by illness or other unavoidable conditions, and that classroom behavior will conform to university and departmental policies regarding student conduct. In addition, much of the learning that occurs in graduate school occurs outside the classroom, such as completing work associated with courses taken and participating in research and practice. It is expected that graduate students will become involved in activities such as serving as teaching assistants, attending professional conferences, participating in lab meetings and research projects of other students and faculty, working with faculty on field projects, etc.

## Requirements for MS in Behavior Analysis

### **Prerequisites:** 2 courses in behavior analysis

1. Two undergraduate UNT courses in behavior analysis

OR A UNT graduate internet course that covers the material in one class

OR Two courses from another university with clear behavior analytic content (courses from other universities must be approved by the Graduate Advisor)

### **Core Courses:** (Required for all students)

Core Courses	#	Instructor	Offered	Year
Intro. To Behavior Analysis	5100.001	R. Smith	Every Fall	1st
Observation & Measurement	5000.002	J. Rosales-Ruiz	Every Fall	1st
Experimental Analysis of Behv.	5010.001	M. Vaidya	Every Spring	1st
Techniques in Applied B.A.	5150.001	T. Cihon	Every Spring	1st
Practicum 1 (two hour)	5810	Faculty—varied	All Semesters	1st or 2nd
Research Methodology	5140.001	E. Ingvarsson	Every Fall	2nd
Quantitative Methods in B.A.	5250.010	M. Vaidya	Every Fall	2nd or 3rd
Theory and Philosophy	5020.001	M. Vaidya	Every Spring	2nd or 3rd

### **Designated Courses by Track:** (In addition to the above courses)

General/Research Track (42 hours total including core)	Course #	Instructor	Offered	Year
Verbal Behavior	5330.001	T. Cihon	Fall	2nd or 3rd
Directed Research (3 to 4-hr)	5900	Faculty—varied	All Semesters	
Electives (6-hr) B.A. or not		Faculty—varied	All Semesters	
Applied Track (48 hours total including core)	#	Instructor	Offered	Year
Behavior Intervention Programs	5560.001	J. Rosales-Ruiz	Spring Even Yr	2nd or 3rd
Legal and Ethical Issues	5540.001	T. Cihon	Spring Even Yr	2nd or 3rd
Staff Training and Supervision	5570.001	M. Fabrizio	Summer Even Yr	1st
Practicum 2 (take two 1-hr) taken only after 5810	5815	Faculty—varied	All Semesters	
Internship (3-hr) taken only after at least 2 practica & 24 class hrs.	5820	Faculty—varied	All Semesters	
Electives (5-hr) B.A. or not		Faculty—varied	All Semesters	
Thesis (6-hr)	5950	Faculty—varied	All Semesters	

<b>B.A. Electives</b>	<b>Course #</b>	<b>Instructor</b>	<b>Offered</b>	<b>Year</b>
Autism 1: ABA Concept & Method Issues	5028.001	T. Cihon	Every Fall	1st or 3rd
Autism 2: ABA Early Intervention	5029.001	E. Ingvarsson	Spring Odd Yr	1st or 3rd
Stimulus Control	5250.005	J. Rosales-Ruiz	Spring Odd Yr	2nd or 3rd
Organizational Behavior Management (OBM-1) *Sub for BIP	5250.006	Faculty	TBA	1st or 3rd
Advanced OBM (OBM-2) *Sub for Staff Trng/Sprvsn	5250.008	Faculty	TBA	1st or 3rd
Advanced Topics:	5250.013	M. Fabrizio	Summer Odd	2nd or 3rd
Behavioral Approaches to Parent Training	5250.007	S. Rosales	Fall Odd	2nd or 3rd
Verbal Behavior (elective for applied track students)	5330.001	T. Cihon	Fall Even Yr	2nd or 3rd
Special Organized Classes (When Available)		Faculty—varied	All Semesters	1st or 3rd
Additional 1hr Practica	5815	Faculty—varied	All Semesters	1st or 3rd
Directed Research	5900	Faculty—varied	All Semesters	1st or 3rd

**Non-B.A. Electives:** Talk to faculty for suggestions given your interest

## **Practica/Internships/Research Problems**

Practica are courses designed to ensure students have a wide range of technical skills needed to compete successfully in the national and international marketplace. Practica are of two kinds.

2-Hour Practica (BEHV 5810) must be taken by every student. This course earns two hours credit and involves application of behavioral principles in an applied or experimental setting. This course insures that every behavior analysis student has demonstrated the ability to systematically employ behavioral principles to bring about behavior change. All students should take this course within one year of entering the program. Students need to plan with the graduate advisor which semester they will take the course and must make arrangements with a faculty member to supervise their activities.

1-Hour Practica (BEHV 5815) is designed for students to carry out behavior analysis projects in applied settings under faculty supervision (meeting w/ faculty at least one hour weekly). Students in the applied track must take BEHV 5815 under two different section numbers (that is, work on two different projects), signing up for one (1) semester credit hour each time they register for BEHV 5815. Students in the general/research track may also participate in these applied projects and may receive credit for this work by registering in the section taught by the faculty member with whom they have arranged to be supervised.

Internships (BEHV 5820) are arranged for individual students based on their particular interests. They are meant to provide students with intensive exposure to a work setting and should only be arranged after the student has completed all practica. They involve an extended period of intensive work--usually full time for six weeks or more (approximately 240 hours). Some internships are longer because the supervisor recognizes that more time will be required to accomplish the objectives. Internships must be supervised by highly trained behavior analysts and the work must be primarily behavior analytic in nature. Locations where students have interned include:

- Behavioral Innovations, Dallas, TX
- Century School, Lawrence, KS
- Child Study Center, Ft. Worth, TX
- Connecticut Center for Child Development, Milford, CT
- Denton State Supported Living Center, Denton, TX (BACB Approved)
- DFW Center for Autism, Grapevine, TX
- Kennedy Krieger Institute at Johns Hopkins University, Baltimore, MD
- Marcus Institute, Atlanta, GA
- Morningside Academy, Seattle, WA
- New England Center for Autism – Boston, MA
- North Texas Regional Child Protective Services
- Parsons Research Center – Parsons, KS
- Partners in Behavioral Milestones, Kansas City, MO
- San Diego Zoo – San Diego, CA
- Somerset Hills Learning Institute
- The University of Chicago – Chicago, IL
- Several Metroplex Independent School Districts

## Participation in Research

Participation in laboratory or applied research is required of all students. Students who want recommendations to doctoral training programs with strong research emphasis should take a minimum of two directed research (special problems) courses, registering in each case for the section of BEHV 5900 (Special Problems) offered by the faculty member who has agreed to supervise them.

## Provisions for Students

The faculty is committed to providing maximum opportunity for apprenticing. We believe active participation in departmental activities is a critical part of a graduate program in behavior analysis. Outstanding professional repertoires are as much the result of continuous and close interaction with faculty as formal coursework. Thus, space is provided to allow students to participate in these activities. Chilton room 360D is designated for TFs & TAs and 360F is designated as space for research assis-

Departmental policy is to provide access to computers, research software, file cabinet space, and research equipment to all students who are actively participating in the department's research programs and/or who are serving as TFs and TAs. University realities that govern departmental funding make some limitations necessary.

The following policies have been established with regard to departmental supplies for students:

- Students must have *explicit permission* to enter a faculty member's locked office.
- Students will provide their own supplies for research done in connection with coursework (e.g., clips, pencils, scissors, Post-Its, pens, legal pads, manila folders, etc.)
- Any professional papers to be mailed from the department will be handled by the departmental administrative assistants. University policy allows no one (faculty or students) to use university mailroom for personal mail, even if postage is provided.
- Any supplies required for faculty research projects in which students are involved will be ordered by the departmental administrative assistants through the faculty member working with the student.
- The kitchen equipment in room 360C is available to everyone so long as the area is kept neat and clean. Do not leave unwashed dishes in the workroom or in offices.
- Department library books (shelved in 393F) are available at any time to everyone. To ensure that these books will be available to anyone who might need to refer to them, please do not take any department-owned books out of the department area (e.g., leave them in your office; in the research area; in a colleague's office; etc.).
- Some faculty allow students to check out materials from their offices; under no circumstances should these materials be taken out of the department.

## Satisfactory Progress

Barring unusual circumstances, graduate students should complete at least nine hours of graduate work each long semester. Students on scholarship must complete a minimum of six semester credit hours (SCH) each semester so long as the scholarship is in effect. Students working more than 20 hours/week may consider taking only six semester credit hours per semester. Students will be considered to be making satisfactory progress as long as they:

- Complete at least 12 semester credit hours each academic year (fall/spring/summer)
- Have a cumulative grade point average of 3.0 or above
- Have no more than 1 grade of 'C' or lower in any BEHV course
- Have no more than 1 incomplete ("I") in any BEHV course on their transcript (excluding practica, internship, special problems, and thesis)

## Policy on Student Conduct/Professionalism

Students are expected to exhibit professional conduct in all activities related to their graduate education. Professional conduct will be considered by faculty when determining opportunities for participation in departmental projects and in recommendations to employers. Frequent or extreme unprofessional conduct may result in probation or termination from the program (see below). Although professors will develop specific policies for conduct in their classes/projects individually, the faculty recognize the following as general guidelines:

- Students will come to classes/meetings on-time and properly prepared
- Class/meeting attendance is not optional. If you are ill or an emergency arises, notify the faculty member ahead of time, if possible, or immediately after the class meeting.
- Students will show proper respect to faculty, other students, and the community.
- Students will participate actively in classes. Do not discourage others from participating.
- Students will refrain from disruptive activities (e.g. private discussions, etc) during class meetings.
- ◇ Students are expected to attend events of the department/discipline, such as colloquia, conferences, and other special events.

## Policy on "Incompletes"

No more than one "Incomplete" ("I") may appear on a student's transcript for any course on the student's degree plan. Students must remove the "I" within the time period specified by the instructor, not to exceed one year from the time it is given. *This policy on incompletes excludes BEHV 5900 (Research), BEHV 5810, 5815, 5820 (Practicum/Internship), and BEHV 5950 (Thesis).* These activities often last two or more semesters. The "I" will be removed at the end of the semester during which the student completes the work requirements.

## Program Probation and Termination

The Graduate School's probation policy is to be found in the Graduate Catalog (or on the web). Behavior Analysis faculty stipulate the following, which are in addition to Graduate School policy:

Students will be subject to termination from the program if they:

- Accumulate more than one incomplete in a course required by their degree plan
- Have more than one grade of "C" or lower in a Behavior Analysis graduate course
- Engage in unethical or frequent/extreme unprofessional conduct

## Thesis

In order to graduate within the stipulated time limit designated by UNT's Graduate School, students should have a thesis proposal approved after no more than 30 SCH and before they begin work on BEHV 5820 (internship). Students are encouraged to have an approved thesis proposal after 24 semester credit hours are completed.

*Students should plan to graduate no sooner than one year after their thesis is proposed and approved. The process invariably takes longer than one predicts. Because student theses are often part of the faculty advisor's ongoing research program, the faculty member will have final say on when the thesis research is complete and ready for defense. Please discuss these issues with your potential advisor before beginning thesis-related work.*

Not all faculty members are available during summer months. Therefore, students are advised to plan their thesis work accordingly.

Students will have opportunities to participate in laboratory and applied research throughout their graduate work. This work may provide the basis on which they develop a thesis proposal and is one reason why the faculty strongly encourages students to become involved in laboratory and field work from the beginning of their graduate studies. Ordinarily, the thesis committee will be composed of three members of the behavior analysis faculty.

## General Procedure

After students have some ideas regarding the research they want to conduct and have been involved in research practica/projects, they may seek guidance from one or more faculty members regarding possible thesis research. When the student is prepared to commit to a particular thesis topic, the student may request a faculty member to serve as the thesis advisor.

When an acceptable topic has been identified, the student prepares a short presentation outlining methodology with guidance from the thesis advisor. Should a project be unusual enough to engender concern regarding its acceptability to the faculty, the advisor and student should discuss the proposed research with other faculty regarding its acceptability as a thesis before the proposal is prepared. Students obtain a *Thesis Tracking Form* from the administrative assistant and meet with prospective committee members. When the thesis committee accepts a proposal, the student may begin research. Data collected before the thesis committee accepts the proposal runs the risk of being unusable. Before beginning to write the thesis, students need to obtain information from the Graduate School on format, deadline dates, filing for graduation, etc. Please note that the *Thesis Filing Form* must be signed by all committee members as well as the Dean of the College of Public Affairs and Community Service before the student submits it to the Graduate School.

When the thesis has been written, the student provides a draft copy to the thesis advisor. Usually a number of revisions are required. When a thesis draft is acceptable to the advisor, the student distributes a copy to each member of the committee and schedules a location and time for the defense through the administrative assistant. The faculty's acceptance of the student's completed thesis admits them to candidacy for the master's degree, assuming all coursework has been satisfactorily completed. All students must provide the department with a copy of the thesis accepted by the committee and Graduate School.



## Teaching Fellowships

Generally there are 4-5 sections of BEHV 2300 and BEHV 2700 each semester for behavior analysis graduate students to teach. Funding may be available for teaching these courses. Students ordinarily team-teach a section of the introductory course.

Students who wish to apply for teaching fellowships are scheduled to participate as teaching assistants/tutors for BEHV 2300 during their first 18 hours of study. Students may receive 5815 practicum credit for serving either as teaching assistant or teaching fellow. After 2 semesters as TA, students may apply for a teaching fellowship. TFs (usually in pairs) will have full responsibility for managing and teaching two sections of BEHV 2300 or 2700. TFs may reapply for additional terms.

## Responsibilities

Teaching fellows will have full responsibility for all aspects of any section they teach. It is important that all students taking BEHV 2300 and 2700 be prepared similarly for later BEHV courses, so the following will remain "constants" in all sections of BEHV 2300 and 2700:

- Textbook: Principles of Everyday Behavior Analysis (Miller)
- Computer testing
- Mastery Criterion (90% of possible points = grade of A)
- Test grades to count for at least 60% of possible points

In addition, the following are required:

- Weekly TA/TF meetings
- Weekly meetings with supervisor
- Teaching evaluations for each section
- Copy of the syllabus provided to departmental administrative assistant before first class (department files)
- Manila folder marked with course number and semester to departmental administrative assistant at end of semester, with following contents:
  - instructor's class roll
  - copy of each student's test
  - if any student receives an "I", that student's record should clearly specify what needs to be done to complete the course.

Comments of the TF are requested regarding:

- changes made in the course from previous semesters
- what aspects of the course appeared to "work" and what aspects did not
- feedback on TA's performance

## **Selection of Teaching Fellows**

Introducing undergraduate students to behavior analysis is important to both the department and the field. For this reason, the following criteria will be used in selecting teaching fellows:

- Evidence of commitment to good teaching (works with supervisor to improve materials/skills)
- Evidence of dependability (attends all meetings and classes, is prepared, etc.)
- Applicant must have served two semesters as teaching assistant (occasional exceptions)
- Applicant must have passed all chapter test, mid-term, and final exams in 2300 textbook by the end of the spring semester of the year they apply to teach in the fall.

The faculty member coordinating these courses will select teaching fellows on the advice of the faculty and graduate students who have supervised applicants during their work as TAs. TFs may seek information from any faculty member regarding ideas for teaching their section.

**A copy of the application form may be found in the appendix.**

Deadline for all TA/TF applications is end of April each Spring semester.

## **Douglas P. Field Research Scholarship**

The Department for Behavior Analysis offers Douglas P. Field Research Scholarships on an ongoing basis. The number of scholarships awarded depends on funds available. These funds are intended to support independent (supervised) student research, typically culminating in a thesis project. Please consult with your faculty advisor for assistance in developing your proposal.

Eligibility/Academic Requirements: Students must have completed at least 18 semester credit hours in the major before applying for this support. Students seeking this support must have at least a 3.2 GPA, with no C's or unresolved I's on the record. No proposals will be considered without a signature from a faculty advisor. Recipients of the scholarship must be enrolled for six or more hours during each semester they receive scholarship money.

**A scholarship application form may be found in the Appendix.**

## Residency Requirements

In order to be reclassified to receive resident rather than non-resident tuition, you must:

- (Most important) Make sure you are **not** claimed on your parent's (or anyone else's) last income tax.
- Have a job in Texas that provides some income. It can be a campus job such as TA/TF or graduate research assistant. They don't really care how much or how steady the hours are, but it should show an income.
- Do the following to show residency in Texas:
  - ◊ Register your vehicle in TX
  - ◊ Have a bank account in TX (for 12 months)
  - ◊ Register to vote in TX
  - ◊ Have a TX drivers license
  - ◊ Provide a lease or leases that show you have lived continually in TX for at least 12 months.

## Tuition and Fee Waivers

Several exemptions and waivers are available to qualifying students. Brief descriptions of these and additional information about exemptions and waivers can be found at:

<http://essc.unt.edu/saucs/payment.htm#wivers>

Waiver refunds must be requested during the semester the application is made. Such requests must be made prior to the 12th class day in long semesters and the 4th class day in summer terms. Requests for retroactive refunds cannot be honored.

# Appendix

Application for Teaching Assistantship/Fellowship

Application for Donald L. Whaley Scholarship

Thesis Tracking Form

Department Project Sheet

## **Application for Teaching Fellowship/Apprenticeship**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Semester(s) applying for:** \_\_\_\_\_

**List of Behavior Analysis courses completed and currently taking:**

**Prior Teaching Experiences** (TFs with whom you have worked, your activities in the classes, training you have done in any setting, and prior relevant experience, etc.)

**Why do you want to work as a Teaching Fellow / Assistant?**

Department of Behavior Analysis – UNT  
Douglas P. Field Research Scholarship

Application Form

Date of Application: \_\_\_\_\_

Name of Applicant: \_\_\_\_\_

Classification: 1<sup>st</sup> year \_\_\_ 2<sup>nd</sup> year \_\_\_ 3<sup>rd</sup> year \_\_\_ Other: \_\_\_\_\_

Major Faculty Advisor: \_\_\_\_\_

Research Narrative: Describe the rationale and methods for the proposed research. Note: Research funds are limited to \$250.00 per application.

Approved by: \_\_\_\_\_

(Signature of Faculty Advisor)

# ***Department of Behavior Analysis***

## **Thesis Tracking Form**

Student \_\_\_\_\_

Semester \_\_\_\_\_

Tentative Thesis Title: \_\_\_\_\_

I agree to serve on this committee given the following requirements:

Advisor:

2nd Member:

\_\_\_\_\_ Written proposal  
 \_\_\_\_\_ Oral proposal  
 \_\_\_\_\_ Individual meetings w/  
 student and advisor  
 \_\_\_\_\_ Individual meetings w/  
 student  
 \_\_\_\_\_ Attendance at research meetings

\_\_\_\_\_ Written proposal  
 \_\_\_\_\_ Oral proposal  
 \_\_\_\_\_ Individual meetings w/  
 student and advisor  
 \_\_\_\_\_ Individual meetings w/  
 student  
 \_\_\_\_\_ Attendance at research meetings

\_\_\_\_\_  
 Signature/Date

\_\_\_\_\_  
 Signature/Date

3rd Member

4th Member:

\_\_\_\_\_ Written proposal  
 \_\_\_\_\_ Oral proposal  
 \_\_\_\_\_ Individual meetings w/  
 student and advisor  
 \_\_\_\_\_ Individual meetings w/  
 student  
 \_\_\_\_\_ Attendance at research meetings

\_\_\_\_\_ Written proposal  
 \_\_\_\_\_ Oral proposal  
 \_\_\_\_\_ Individual meetings w/  
 student and advisor  
 \_\_\_\_\_ Individual meetings w/  
 student  
 \_\_\_\_\_ Attendance at research meetings

\_\_\_\_\_  
 Signature/Date

\_\_\_\_\_  
 Signature/Date

Completion Dates:

\_\_\_\_\_ Committee members selected  
 \_\_\_\_\_ Proposal approved  
 \_\_\_\_\_ IRB/IACUC approved  
 \_\_\_\_\_ Defended

\_\_\_\_\_ Initial



## **Paid & Unpaid Opportunities to Practice Behavior Analysis**

Students wishing to receive practicum credit or research credit for one or more of these projects, should speak with the instructor about what is required to obtain course credit. Students are strongly advised to participate for one or more semesters.

## **Teaching/Instructional Design Opportunities**

Teaching Assistant/Teaching Fellow — Hone your own understanding of behavioral principles by teaching others. Develop teaching skills, presentation skills, organizational skills, group and information management skills. Paid positions possible, contingent on university budget and performance. Faculty Supervisor: Dr. Traci Cihon ([Traci.Cihon@unt.edu](mailto:Traci.Cihon@unt.edu))

Instructional Technology Lab — Instructional technology team is developing multimedia courses for internet delivery. Activities of the team include making videotapes depicting behavioral procedures, designing and testing instructional materials, developing computer-based training and testing programs, designing data collection systems and analyzing performance of learners. Dr. Sigrid Glenn ([Sigrid.Glenn@unt.edu](mailto:Sigrid.Glenn@unt.edu)) and Dr. Leslie Burkett ([Leslie.Burkett@unt.edu](mailto:Leslie.Burkett@unt.edu))

## **Applied Service/Research Opportunities**

Behavior Analysis Resource Center — A research and treatment team systematically assesses and develops treatment for behavior disorders exhibited by persons with developmental disabilities. This project has offices on the campus of the Denton State Supported Living Center and provides services to residents of the living center, as well as clients of Denton County Mental Health and Mental Retardation (Denton MHMR). The project also provides training in behavior-analytic approaches to intervention for personnel of the Department of Aging and Developmental Services. Paid positions available for students who have demonstrated commitment. Faculty Supervisor: Dr. Richard Smith ([Rick.Smith@unt.edu](mailto:Rick.Smith@unt.edu))

Repertoire Enhancement and Development with Youth (READY) — The purpose of this project is to increase the contacts of youngsters, at-risk for social maladjustment, with communities that could potentially support and further develop their pro-social and personal behavior. Faculty Supervisor: Dr. Jesus Rosales-Ruiz ([Jesus.Rosales-Ruiz@unt.edu](mailto:Jesus.Rosales-Ruiz@unt.edu))

North Texas Autism Project — The mission of NTAP is to provide service-learning experiences for students in the Department of Behavior Analysis (DBA), to offer community treatment providers evidence-based resources and expertise, and to produce pragmatic research. Research opportunities are in the areas of: family interventions, staff training, approach based treatments, blended education and virtual teaching environments, and cultural responsiveness in urban treatment settings. Primary research sites are Easter Seals North Texas Autism Treatment Program, TARA, University of Reykjavik, and Stockholm University. Faculty Supervisors: Dr. Shahla Ala'i-Rosales ([Shahla.Alai-Rosales@unt.edu](mailto:Shahla.Alai-Rosales@unt.edu)) and Jesus Rosales-Ruiz.

Organization for Reinforcement Contingencies with Animals (ORCA) — ORCA is a group based out of the behavior analysis department for graduate and undergraduate students interested in gaining experience in animal training. Faculty Supervisor: Dr. Jesus Rosales ([Jesus.Rosales-Ruiz@unt.edu](mailto:Jesus.Rosales-Ruiz@unt.edu))

Direct Assessment, Teaching, & Analysis (DATA) — DATA lab members are particularly interested in identifying the behavioral interventions that help people learn new skills. The emphasis in DATA lab is on teaching verbal behavior; however, we are also interested in establishing other component-composite relations. Our research explores stimulus control and verbal behavior, how Precision Teaching leads to generative repertoires, how See the Sound/Visual Phonics can improve verbal repertoires, identifying effective instructional strategies for college students, and variables that improve the acquisition and instruction of foreign language. Faculty supervisor: Dr. Traci Cihon ([traci.cihon@unt.edu](mailto:traci.cihon@unt.edu))

## Basic Research Opportunities

Human Operant Lab — The research in this laboratory attempts to understand the processes that underlie complex human behavior such as abstraction, concept formation and remembering. Populations studied include typically developing and developmentally delayed persons of all ages. Some areas of focus include stimulus equivalence, short-term remembering, and attending. The laboratory comprises graduate and undergraduate students and runs all year. Students meet weekly to present data and discuss experimental strategies and tactics. Students are encouraged/required to present their work in departmental colloquia as well as at regional and national conferences. Exceptional students will have an opportunity to have some of their work funded and write up their research for publication. Faculty Supervisor: Dr. Manish Vaidya ([Manish.Vaidya@unt.edu](mailto:Manish.Vaidya@unt.edu))

Behavior Research Laboratory — Studies on the relationship between environmental events, physiological events, and verbal behavior. Use biofeedback equipment to monitor physiological responses. If research credit is desired (BEHV 5900) arrange course objectives with supervisor. Also for students interested in learning to run experiments designed to study basic behavioral processes. Meet at least once a week with faculty and/or graduate students and run experiments at times arranged between you and individual subjects. Faculty Supervisor: Dr. Jesus Rosales-Ruiz ([Jesus.Rosales-Ruiz@unt.edu](mailto:Jesus.Rosales-Ruiz@unt.edu))

Pigeon Lab — The research in this laboratory seeks to understand the limits of human – nonhuman similarities and differences by studying the development of complex performances in pigeons. Recent topics have included concept learning and short term remembering. The laboratory comprises graduate and undergraduate students and runs all year. Students meet weekly to present data and discuss experimental strategies and tactics. Students are encouraged/required to present their work in departmental colloquia as well as at regional and national conferences. Exceptional students will have an opportunity to have some of their work funded and write up their research for publication. Faculty Supervisor: Dr. Manish Vaidya ([Manish.Vaidya@unt.edu](mailto:Manish.Vaidya@unt.edu))

Behavior and Culture Lab (BaC Lab) — Experimental Analysis of microsocieties and cultural transmission of individual behavior. Studies are currently underway. Faculty Supervisor: Dr. Sigrid Glenn ([Sigrid.Glenn@unt.edu](mailto:Sigrid.Glenn@unt.edu)).

Beatrice Barrett Neuro-Operant Lab — This lab employs a small number of students to run experiments in Dallas using fMRI to measure neural events as learning occurs. Current experiments are being supervised by Dr. Michael Schlund (DBA Research Scientist). Future experiments are planned by Dr. Michael Schlund ([schlund@pitt.edu](mailto:schlund@pitt.edu))

Behavioral Pharmacology Laboratory — Work in this lab focuses on understanding drug action in terms of basic behavioral processes. Past topics studied in the lab include environmental determinants of drug tolerance, the role reinforcement conditions in modulating drug-induced stereotypy, the effects of drugs on decision making (delay discounting), and conditioned taste aversion to drugs of abuse. As basic behavioral processes set the stage for the interpretation of drug action, students interested in furthering basic research are also encouraged to work in the lab. Graduate and undergraduate students working in the lab are expected to present their findings at weekly lab meetings for group discussion of data, experimental design, and interpretation of findings. Students are encouraged to present their findings at regional and national meetings. Supervisor: Dr. Jonathan Pinkston