Monitoring Behavior Workbook

for Monitoring
Behavior 6.0

General Psychology 1560
Youngstown State University

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Professor, Psychology

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Monitoring Behavior WORKBOOK: (6.0 Edition)

Professor Graf's General Psychology (1560)

Printing Instructions

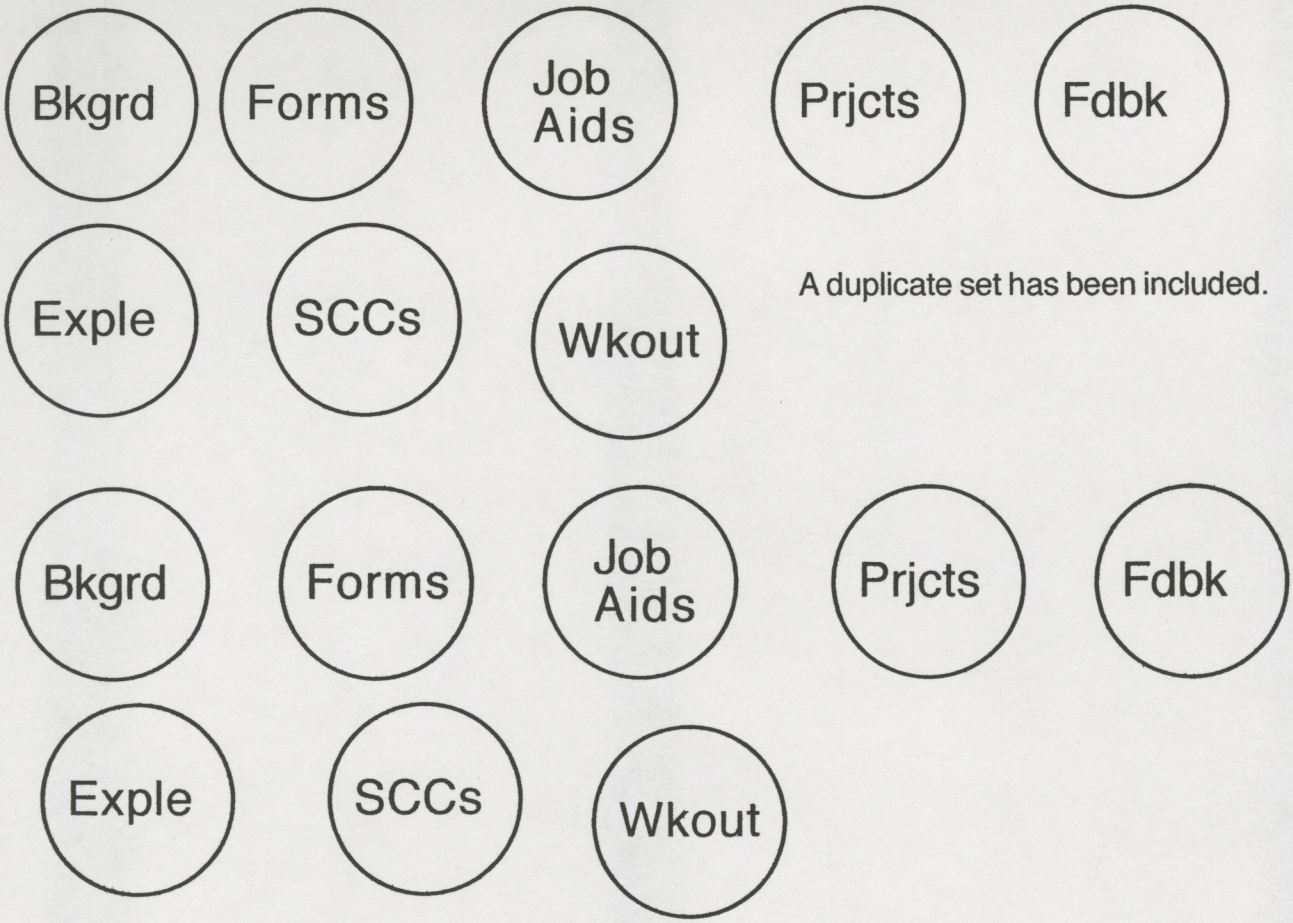
Print double-sided	Pages should be printed double-sided. Blanks have been included when a blank page should occur. All odd-numbered pages should be "fronts." All even-numbered pages should be "backs."
Print single-sided	Print the Cover page on card stock single-sided. Print the Tabs page (circles with chapter numbers) single-sided on card stock.
Three-hole punched	All pages of text, including Cover and Tab sheet, should be 3-hole punched.
Binding	Do not staple or bind. Students will supply their own 3-ring binders.

Royalty Instructions

Royalty fee per book	No royalty fee should be charged on the Monitoring Behavior Workbook.

Questions or problems? Call Steve Graf: Psychology Dept. 330-742-3401 Office 330-742-1616; Home 330-757-8341

To make tabs for each chapter, cut and tape each circle to the Overview page.
Offset each circle by the size of the circle top to bottom as you go through the chapters.



A duplicate set has been included.

Insert or tape to notebook cover if you wish to label your 3-ring notebook for this course.

Monitoring Behavior Workbook Psychology 1560

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Workbook for Monitoring Behavior

Contents

Chapter	Title
1	Background
2	Forms
3	Job Aids
4	Projects
5	Feedback Sheets
6	Project Example
7	Practice SCCs
8	Workouts

Workbook for Monitoring Behavior

Contents

Chapter	Title
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Background

Overview

Introduction

An acronym that you will be learning in the course refers to a set of rules that we can use to talk about the course itself. While I put together the acronym, the concepts were drawn up by Stephen Covey, author of The Seven Habits of Highly Effective People®, for a system that he calls "stewardship delegation."

GRAD C

GRAD C refers to five concepts that begin with those letters:

- G = Guidelines
- R = Resources
- A = Accountability
- D = Desired Results
- C = Consequences

We call such an arrangement, where each letter stands for another word, an "acronym."

In this chapter

This background chapter of your workbook describes the course in detail. You can see that I have applied these GRAD C concepts to the course itself.

Topic	See Page
Guidelines	Background-2
Resources	Background-3
Accountability	Background-4
Desired Results (GER Information)	Background-5
Consequences (Grading Policy)	Background-6
Consequences (Attendance Policy)	Background-7

Guidelines

Introduction

The guidelines given here try to give the best advice on how to act and think within the course to achieve success, as well as non-examples—how not to think and act.

Beliefs

Try Thinking	Avoid
"I can do this"	"No way I can do this"
"I'm doing this practice right now"	"I'll wait until later to practice"
"I won't allow myself to miss a day of practice"	"I'll skip practice today"
"I'm going to suspend any disbelief that practicing (SAFMEDS, Basic Concepts) won't help me"	"I don't believe this course will help me"

Reliability

Make going to class automatic, not a choice as to whether you feel up to it.
Learn how to fill in your Daily Timing Record Sheet correctly, instead of trying to fudge it.

Basic Concepts

Two tips on the Basic Concepts:
- Practice them orally even if it seems harder at first. Often learners mistakenly hold to a conviction that they can only reach the fluency aim by writing the Basic Concepts.
- Learn what number goes with what concept so you can think the number and get the concept. Too many learners struggle by trying to learn the "list" and then get stuck when they can't think of the next one. If you think numbers, you already know the number system 1-22 so you're not going to forget them.

SAFMEDS

SAFMEDS Tips:
- Carry your deck everywhere you can.
- Practice throughout the day.
- Practice in front of your friends, even though they're not in the class.
- Pretend a pressure situation exists, even when it doesn't. When the "real" pressure arrives, you'll be used to it.

Projects

Decide on a project early and get started. You may want to start several and see which one seems most productive, important, useful or interesting. Remember that the Grading Committee option occurs for those who finish their Basic Concept and SAFMEDS fluencies first, and have them charted as well.

No Tests, No Final

Don't figure on pulling up your grade on a final exam, because none exists in this course. Stay on top. Practice daily instead of procrastinating. That should be the message that comes across loudly and clearly.

Resources

Professor Graf

Dr. Stephen Graf, Ph.D., Professor of Psychology

Office 338 DeBartolo (in Psych. Dept.)	**Communication links**
Hours: Fill in each term	Psychology Dept. phone: 742-3401
	Home phone: 757-8341
	Office phone: 742-1616
	e-mail: TheGraffer@aol.com

Materials

Items	Items, continued
Monitoring Behavior (Ed. 6.0) by Graf	Course Calendar (keep with you)
Workbook for Monitoring Behavior 6.0	TRIP Log (passed out & handed in)
SAFMEDS (available in class; needed)	DTRS (Daily Timing Record Sheet)
Clicker (optional)	Hemi-Sync tapes (rent or buy; optional)

22 Basic Concepts

Practice with daily timings. Learn label, words, meaning and number fluently.

1. Belief - creates reality	12. Analysis - finds contingency
2. Information - acquired data	13. Application - uses contingency
3. Universe - everything and me	14. Bounce - course of frequency
4. Environment-everything but me	15. Jump - sudden frequency change
5. Behavior-grows by X not plus	16. Turn - celeration change
6. Frequency - count per time	17. Outlier - unusual frequency instance
7. Celeration—trend in frequency	18. Practice - repeat performance
8. Standard - agreed structure	19. Feedback - do don't how did didn't why
9. Chart - see to understand	20. Fluency - speed and accuracy
10. Psychology - study of inner & outer acts	21. Design Science - help all Earth
11. Contingency - links result to act	22. Problem - find state solve

SAFMEDS

Cut from 13 sheets to form a deck. 132 Psychology facts to practice by Say All Fast Minute Every Day Shuffled. These cards provide a way to:

- learn basic facts which can be tied to basic concepts
- experience the acquisition of fluency and its accompanying products

Yourself

How will you respond to this learning opportunity in which you find yourself?

Accountability

Introduction

Accountability refers to the rules that describe:
- what you should be doing in the course
- how to do it
- where you should end up after doing it
- when it needs to be done (as deadlines usually exist for course behaviors)

For some behaviors (Basic Concepts and SAFMEDS), an appropriate frequency exists for fluent behavior that has different characteristics than nonfluent behavior. For other behaviors, a critical ratio exists that expresses the appropriate behavior count divided by the inappropriate behavior count.

For still other efforts (projects), you succeed or try to remediate your effort prior to a deadline.

Basic Concepts

Practice the Basic Concepts until you can consistently either:
- write all 22 with no errors at frequency of 5 per minute
- say all 22 and spell "psychology" with no errors at frequency of 26 per minute

or both.

The next phase involves getting an understanding of how the concepts relate.

SAFMEDS

Practice the SAFMEDS until you can consistently surpass:
Frequency Aim: See/Say 50 correct per minute
Accuracy Aim: 5 correct for each miss or skip
The next phase involves grouping the SAFMEDS and relating them to the Basic Concepts.

Project

Set up a project to complete. You may choose
- Grading Committee: group (number based on class size) of first to fluency on BC&SAFMEDS; chart it appropriately; help monitor classmate fluency and charting attempts & meet other criteria
- Clicker Training: pet trained with specific method and VHS taped
- Standard Celeration Chart of four weeks work with Hemi-Sync
- Standard Celeration Chart of six weeks monitoring problem and solutions; VHS recommended of setup and final behavior
- Eighty/Twenty: Basic Concepts plus 80 or more Free-Write facts in 20 minutes

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Thoroughness
Reliability
Initiative

As we define reliable, initiated and thorough behaviors, we count the occurrence of each and we require a ratio of "hits" to "misses" to reach the standard of success for the course.

Reliability	Initiative	Thoroughness
3 hits to each miss	2 hits to each miss	2 hits to each miss

Achieving at least the minimum ratio on each of the three produces a "Course Point" for each, or three Course Points. Course Points determine your grade. Less than the minimum on any one of the three means:
- you don't receive a Course Point for that behavior
- you lose your chance to achieve an "A" in the course

Desired Results: General Education Requirement Information

GER Intro

General Education Requirements (GER) represent those courses or groups of courses which each student, regardless of major or degree, must take in order to graduate. The purposes of the GER include acquisition and development of skills and knowledge believed to be essential to living as a productive and responsible citizen.

Includes

Thirteen goals adopted by the YSU Academic Senate in 1994 make up the GER.
Four goals involve basic skills:

Writing	Oral Communication	Critical Thinking	Mathematics

Nine other goals address domains of:

Natural Science	Artistic/Literary Perspectives	Societies and Institutions	**Personal & Social Responsibility**

Apply to whom

GER applies to:
- all incoming students in the fall of 2000 and thereafter—both first year or transfers
- previously enrolled students who choose to follow the new requirements

Previously enrolled students can complete the old General Education Requirements described in the undergraduate bulletin in use when they entered the University.

This Course

Psychology 1560 can be used as one of two courses a student must take in the knowledge domain called **Personal and Social Responsibility** (Goal 9). The aim is to understand the relationships between physical, mental, and emotional well being and the quality of life of the individual, the family, and the community. You should gather information on this as you read the text and try to demonstrate your understanding as you write the "Cooldown" for each chapter.

Also addressed in this course will be **Scientific Method** (Goal 6). The aim is to understand the scientific method, forming and testing hypotheses as well as evaluating results. You will find specific info in the Analysis, Application, and Problem chapters, and will have an opportunity to apply this knowledge as you monitor your "Problem Project."

Other Goals

All GER courses attempt to include writing, oral communication, and critical thinking even when not specified as "intensive" for those goals. GER courses also attempt to incorporate mathematical concepts and reasoning(Goal 5), cultural development (Goal 10), and diversity (Goal 12).

Other GER Goal	Activity
Writing	Weekly Free-Writes, Clip Article& Pair Monitoring projects
Oral communication	Free-Says & Hear-Says covering session topics
Critical thinking	Chapter Workouts, Free-Says & Hear-Says
Mathematics	TRIP Log; Basic & Advanced Standard Celeration Charting
Cultural/organizational development	Text readings and Free-Says
Diversity	Text reading and Free-Says
Ethical reflection and moral reasoning	Integrity checks and partner scoring

Consequences (Grading Policy)

Introduction

A Course Points system based on target behaviors you did or didn't do produces consequences—your grade. The list below describes the behaviors and consequences.

Point values

Behavior	Course Points for Success
2:1 Initiative Ratio (at end of term)	1
3:1 Reliability Ratio (at end of term)	1
2:1 Thoroughness Ratio (at end of term)	1
Less than 8 Integrity Mishaps (at end of term)	1
26-0/1 min. freesay Basic Concepts with partner or Grading Committee or 22-0/4.4 min. seewrite Basic Concepts for Dr. Graf	1
17 to 19 hits with 5:1 accuracy on SAFMEDS with Grading Committee in a 1/3 minute timing (or 20 hits/20 seconds with no accuracy criterion)	1
17 to 19 hits with 5:1 accuracy on SAFMEDS with Dr. Graf in a 1/3 minute timing (or 20 hits/20 seconds with no accuracy criterion)	1
Turn in project by deadline	1
Successfully complete project by deadline	1
Attend/complete evaluations on designated day	1

Note on Integrity

The General Education goal of Ethical reflection and moral reasoning is addressed in the course by noting "integrity mishaps" on your TRIP Log. I assume you will follow directions in monitoring your behavior and, in class, your partner's behavior. I spot check your work. If there is a problem, I assume you misunderstood what you were supposed to do. I also assume you will go out of your way to find out what you did inappropriately and correct it from that time onward. A tally of eight "integrity mishaps" tells me you have repeatedly violated course procedures and produces automatic failure in the course.

Summary

Points Earned	Grade	Points Earned	Grade
10	A	4-5	D
8-9	B	0-3	F
6-7	C		

Consequences (Attendance Policy)

Introduction

Consequences occur when you come to class and when you fail to come to class. You need to be aware of such consequences, because they can affect your grade in the course. Absences add specific counts in the columns of your TRIP Log that reflect undesirable behavior. You should want to keep these total counts to a minimum.

Attendance Policy

Any day that you miss class means:
- you picked up four counts in your "unthorough behavior" column
- you picked up four counts in your "unreliable behavior" column
- you picked up four counts in your "poor initiative behavior" column

Comment

The penalties for an absence or even a string of absences represent flags of which you need to be aware. Even though you may have had no control over the absence, do not assume that nothing happened. On the other hand, if you have shown sufficient thoroughness, reliablity, and initiative, the absence(s) will not affect your status in the course, because you will have gained counts in enough appropriate behaviors to offset the inappropriate counts caused by your absence.

Students who miss class frequently

Students who miss class frequently will likely fail the course. If you have a problem getting yourself to class, the consequences may help overcome the problem.
- Some people miss class because something else happens that commands their attention
- Other people miss class because of fear responses to the class itself

Students who fear class

If you have a problem that involves fear of the class, or coming to class, or performing in class, you should see Dr. Graf and talk to him about it. Such fears tend to control us only we fail to deal with them. When confronted with appropriate techniques, they almost always vanish.

Withdrawing from a course

Sometimes our lives get disrupted by events we didn't forsee, and our academic pursuits must take a detour until things get back to normal. If this happens, be aware of your options. Don't stay in a course just because you already paid your money. The last day to withdraw occurs late enough in the term that you should realize your situation. Take the appropriate action and withdraw, rather than just taking an "F."

Outside events

Many of us will have emergencies occur that must be dealt with. These disruptions differ from the long-term disruptions in that they can be dealt with in short order and then we can get back on track. The monitoring system used in the course allows you to compensate for these inevitable occasions by building your reliable, thorough and initiative behaviors to a point where an emergency absence won't bring your totals under the needed ratio of three to one. The system also allows for you to recover if such an outside event occurs early in the quarter.

Forms

Overview

Introduction

The forms contained in this chapter provide a way to monitor your progress through the course. While the concepts of counting and timing may be familiar to most of us, we often don't reach the point of comfort in being able to handle data. These forms and the accompanying job aids (in a separate chapter) attempt to make the process:

- easy (once you get the hang of it)
- meaningful (since your grade depends on it)
- helpful (because you know where you stand at all times)

In this chapter

Included in this chapter of your workbook are the following forms:

Topic	See Page
Course Calendar	Forms-2
Basic Concepts Daily Timing Record Sheet	Forms-3
SAFMEDS Daily Timing Record Sheet	Forms-4
Basic Concepts Oral Scoresheet	Forms-5-6
TRIP Log	Forms-7-8
Problem Behavior Worksheet	Forms-9
Problem Status Sheet	Forms-10
Feedback for Course	Forms-11
Evaluation of Course	Forms-12
How I Compare Scale	Forms-13
Items Scaled	Forms-14
11 Question Course Rating	Forms-15
Items Rated	Forms-16

Note

Certain of the forms which need to be updated each term will be handed out in class. In such cases the Workbook version (if included) can be used as an example or a back-up.

Course Calendar

WILL BE HANDED OUT IN CLASS

Basic Concepts Daily Timing Record Sheet

Behaver _____ **Folder** _____

W d	H count	X count	Minutes	Time Bar	Aim/ min	Timings per day
1 m			1	1	1	
t			1	1	1	
w			1	1	1	
h			1	1	1	
f			1	1	1	
s			1	1	2	
S			1	1	2	
2 m			1	1	2	
t			1	1	3	
w			1	1	3	
h			1	1	3	
f			1	1	4	
s			1	1	5	
S			1	1	5	
3 m			1	1	6	
t			1	1	7	
w			1	1	9	
h			1	1	10	
f			1	1	12	
s			1	1	14	
S			1	1	16	
4 m			1	1	18	
t			1	1	21	
w			1	1	25	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
5 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
6 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
7 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	

W d	H count	X count	Minutes	Time Bar	Aim/ min	Timings per day
8 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
9 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
10 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
11 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
12 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
13 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	
14 m			1	1	26	
t			1	1	26	
w			1	1	26	
h			1	1	26	
f			1	1	26	
s			1	1	26	
S			1	1	26	

Take this DTRS home and bring it back each class.

SAFMEDS Daily Timing Record Sheet

Behaver _____ **Folder** _____

W d	H count	X count	Minutes	Time Bar	Aim/ min	Timings per day
1 m					1	
t					1	
w					1	
h					1	
f					1	
s					2	
S					2	
2 m					2	
t					2	
w					3	
h					3	
f					4	
s					4	
S					5	
3 m					5	
t					6	
w					7	
h					8	
f					9	
s					11	
S					12	
4 m					14	
t					16	
w					19	
h					22	
f					25	
s					29	
S					33	
5 m					38	
t					44	
w					50	
h					51	
f					51	
s					51	
S					51	
6 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
7 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	

W d	H count	X count	Minutes	Time Bar	Aim/ min	Timings per day
8 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
9 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
10 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
11 m					51	
t					51	
w					51	
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S					51	
12 m					51	
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13 m					51	
t					51	
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s					51	
S					51	
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s					51	
S					51	

Take this DTRS home and bring it back each class.

Basic Concepts Oral Scoresheet #1

Behaver _____ **Folder** _____

1. Belief - creates reality																
2. Information - acquired data																
3. Universe - everything and me																
4. Environment -everything but me																
5. Behavior - grows by X not plus																
6. Frequency - count per time																
7. Celeration - trend in frequency																
8. Standard - agreed structure																
9. Chart - see to understand																
10. Psychology - study inner & outer acts																
11. Contingency - links result to act																
12. Analysis - finds contingency																
13. Application - uses contingency																
14. Bounce - course of frequency																
15. Jump - sudden frequency change																
16. Turn - celeration change																
17. Outlier - unusual freqency instance																
18. Practice - repeat performance																
19. Feedback - do don't how did didn't why																
20. Fluency - speed and accuracy																
21. Design science - help all Earth																
22. Problem - find state solve																
Hits																
Xs																
Time																
Counter's seat																
Counter																

Put a "star" in the column if this BC performance qualified as a first-time fluency (26 or more hits with no misses or skips in one minute) and record on the TRIP Log as well.

Basic Concepts Oral Scoresheet #2

Behaver _____ **Folder** _____

1. Belief - creates reality																
2. Information - acquired data																
3. Universe - everything and me																
4. Environment -everything but me																
5. Behavior - grows by X not plus																
6. Frequency - count per time																
7. Celeration - trend in frequency																
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20. Fluency - speed and accuracy																
21. Design science - help all Earth																
22. Problem - find state solve																
Hits																
Xs																
Time																
Counter's seat																
Counter																

Put a "star" in the column if this BC performance qualified as a first-time fluency (26 or more hits with no misses or skips in one minute) and record on the TRIP Log as well.

TRIP Log

VERSION FOR THIS TERM WILL BE HANDED OUT IN CLASS

Continued on next page

TRIP Log, Continued

Second side of TRIP Log. THIS ITEM HANDED OUT IN CLASS.

Problem Worksheet #1

Select a problem

Problems (one per block)	Classifications ARC	PMSpSo	Order?

Problem Status Sheet

Focus on a problem

Ask the following questions and see if they help to get a clearer understanding.

Questions	Notes
How many people does the problem affect?	
Where are the people affected by the problem?	
Is the problem specific to you or common to many?	
Has this problem happened before? If so, what happened then?	

Second set of questions

Questions	Notes
Is the problem critical?	
How much time do you have to solve the problem?	
What will be the effects if the problem is not dealt with?	
What if you do nothing?	

Third set of questions

Questions	Notes
What resources are tied up in the problem?	
What alternatives are there for solving the problem?	
What are the symptoms of the problem?	
What is the real problem?	

Fourth set of questions

Questions	Notes
How do you need to organize yourself to do what needs to be done?	
What are the limits to your solutions?	
How do you know your information about the problem is accurate?	
When are you going to take action on the problem?	

Feedback for Improving Future Courses

Reminder Feedback consists of Information rather than evaluations. We'll get your course evaluations on two other forms: Course Evaluation and Course Rating.

Do What we <u>should</u> do that we didn't do in the course that would improve an important Behavior

Don't What we <u>shouldn't do</u> in the future that we did in this course

How How above suggestion(s) could be incorporated into course

Did What you did in this course that differed from other courses

Didn't What you didn't do in this course that you did in other courses

Why Why you think this course improved or worsened you

Seat _____ Date ____-____-____ Name _____

Evaluation for This Course

Responses

1000 times more
500 times more
200 times more
100 times more
50 times more
20 times more
10 times more
5 times more
2 times more
1 times (the same)
2 times less
5 times less
10 times less
20 times less
50 times less
100 times less
200 times less
500 times less
1000 times less

This instrument tries to measure attitudes. Read the item and choose a response from the panel on the left that best quantifies your reaction. ***Fill in the amount*** *and then* ***circle the direction*** *(more or less) for each question below.*

If your reaction falls in the "1 times (the same)" range, you can use the following conventions. If exactly the same, fill in "1" and don't circle a direction (This represents the one exception to the rule of circling a direction). If closer to "same" than "2 times more", write "1" and circle "more". If closer to "same" than "2 times less", write "1" and circle "less".

Information Gathering

1. I seem to have learned (_____ times)(more less) facts than the <u>most</u> fact-filled course I have had or am taking.
2. I seem to have learned (_____ times)(more less) facts than the <u>least</u> fact-filled course I have had or am taking.

Stress

3. This course seems (_____ times) (more less) stressful than the <u>most</u> stressful course I've had or am taking.
4. This course seems (_____ times) (more less) stressful than the <u>least</u> stressful course I've had or am taking.

Fun

5. This course seems (_____ times) (more less) fun than the <u>most</u> fun-filled course I've had or am taking.
6. This course seems (_____ times) (more less) fun than the <u>least</u> fun-filled course I've had or am taking.

Is YSU exceeding your expectations?

7. I judge my total experience at YSU to be _____ times (more less) fulfilling than the <u>most</u> I expected when I first decided to enroll.
8. I judge my total experience at YSU to be _____ times (more less) fulfilling than the <u>least</u> I expected when I first decided to enroll.

The Graffer

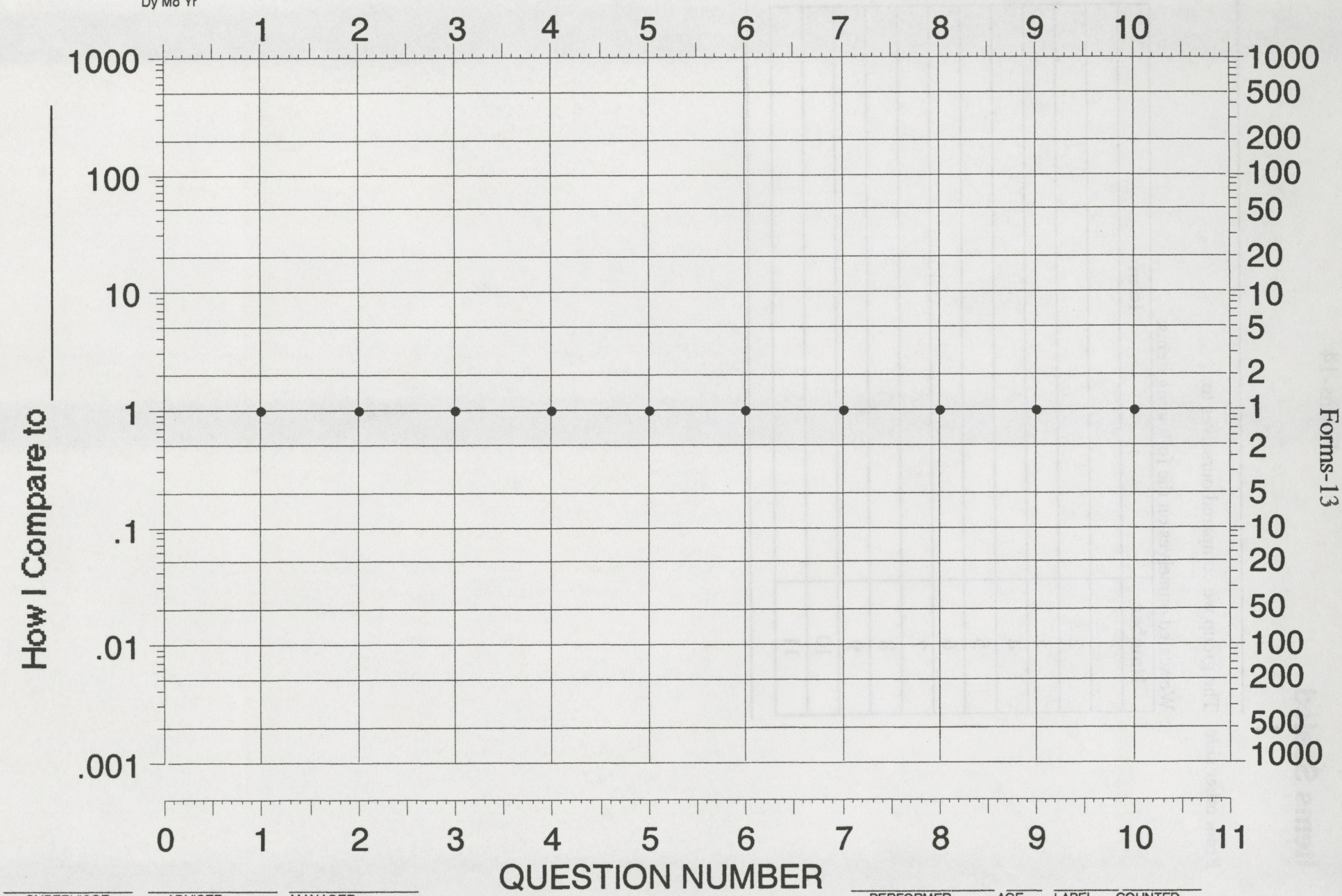
9. Dr. Graf and his methods seem (_____ times) (more less) effective than the <u>most</u> effective course I've had or am taking.
10. Dr. Graf and his methods seem (_____ times) (more less) effective than the <u>least</u> effective course I've had or am taking.

The dot represents where I locate myself.

Multiply Rating Scale
Available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900

___|___|___
Dy Mo Yr

Question Number: see back for what we chose to rate.



Forms-13

SUPERVISOR ADVISER MANAGER PERFORMER AGE LABEL COUNTED

MULTIPLY RATING SCALE ORGANIZATION TIMER COUNTER CHARTER

Items Scaled

From other side The group we compared ourselves to:

We scaled ourselves on the following items:

Number	Item
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Multiply Rating Scale
Available from BEHAVIOR RESEARCH CO.
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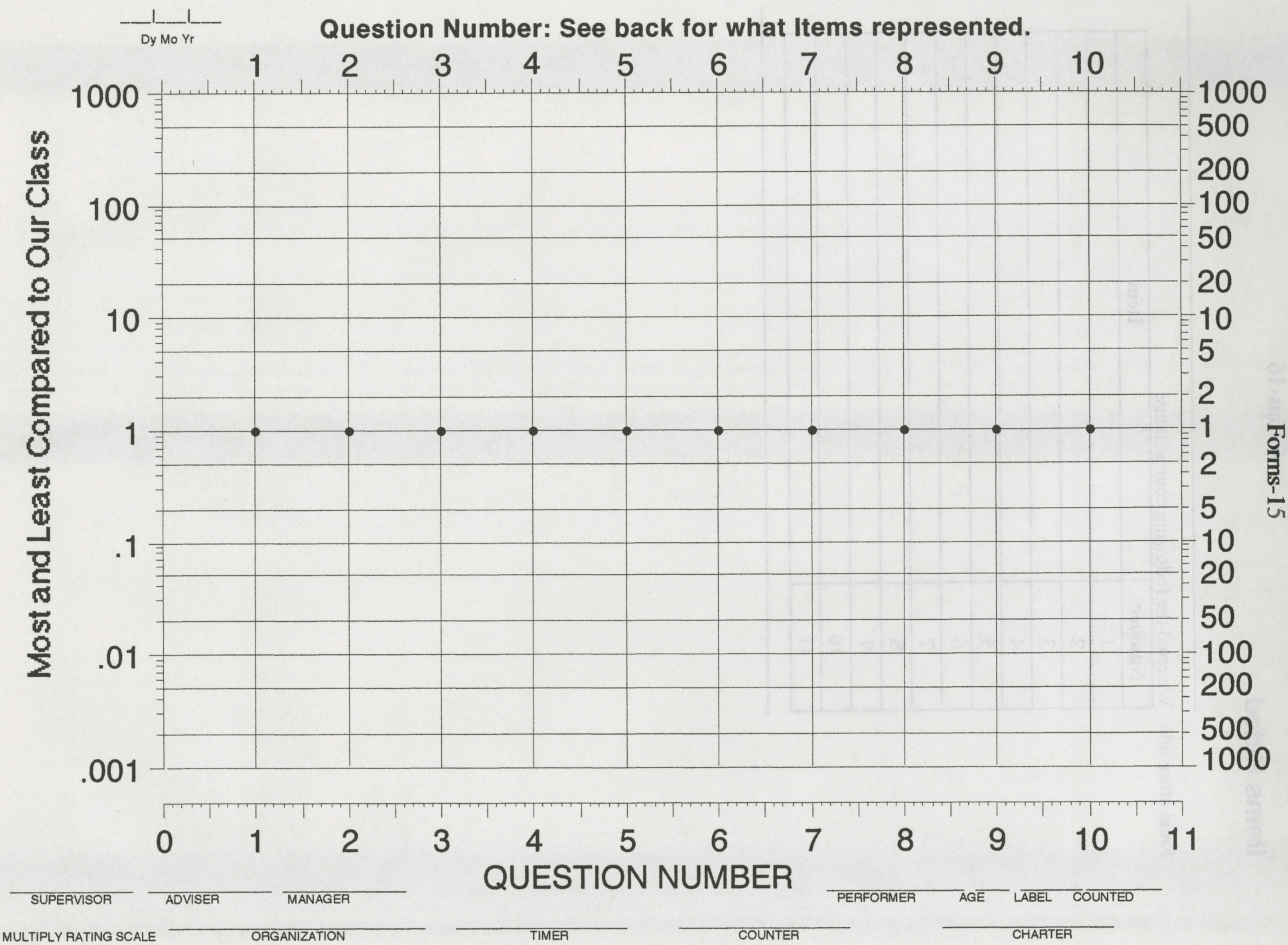


Forms-15

Items Rated

From other side We rated the following course items:

Number	Item
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Job Aids

Overview

Introduction

"Job Aids" tell you "how to do something" in step-by-step detail. The job aids in this chapter give detailed instructions on:
- how to fill in the forms you will use in the course.
- how to get started on several of the projects

When needed

They should help if you:
- missed the class where we covered "how to do it"
- didn't understand it when we went over it
- understood when we went over it but forgot

In this chapter

Included in this chapter of your workbook are the following job aids:

Topic	See Page
DTRS Job Aid (SAFMEDS and Basic Concepts)	Job Aids-2-3
TRIP Log Job Aid	Job Aids-4-5
Job Aid on Workout Forms	Job Aids-6
Hemi-Sync Project Job Aid	Job Aids-7
Problem Project Job Aid	Job Aids-8
Eighty Twenty Project Job Aid	Job Aids-9

DTRS Job Aid (SAFMEDS and Basic Concepts)

Set up

Fill in name and seat (folder) number.
Locate week (W) and day (d) and lock in actual dates to this generic form.
Example: If 1t= 29 August 2000, put this date in the margin of DTRSs.

Timing Rule

You need to do at least one timing each day of the week on:
- SAFMEDS
- Basic Concepts

What is a timing?

A timing involves a timed period such as 1 minute, or 20 seconds, in which:
- SAFMEDS. Holding the deck and seeing the front of a SAFMEDS card, you try to say the back. Having said something, you turn the card and place it, going on to the next card in the shuffled deck.
- Basic Concepts. With BC material out of sight, you think the number, then say the concept label and definition for each of the 22 Basic Concepts, spelling "psychology" at some point as well. If you finish, you start over.

Studying NOT a timing

Reading over again and again or looking at information does not constitute a timing. We distinguish between this type of "study" behavior and the behavior of producing responses with a clock going described above as "timings."

Keep track of multiple timings

If you do more than one timing per day, keep track of the results of each.
- How many correct did you say? We call this the "Hit count."
- How many did you skip or say wrong? We call these the "X count."
- For how long a period did this timing last, in minutes?

Choose one timing result

Choose one of your timing results to record on the Daily Timing Record Sheet (DTRS) if you did more than one. Be consistent from day to day, but you may choose to record:
- your "best" (most hits)
- your "first one of the day"
- your "last one of the day"
- your "worst one of the day"

Most learners seem to choose their best, but choose the one you want.

H count

"H count" means the number of corrects, or "hits," on the timing you have chosen to record. Put that number in the box under H count opposite the week and day that show on what day you did the timing.

Continued on next page

DTRS Job Aid, Continued

X count

"X count" means:
SAFMEDS. The number of cards you missed (said wrong answer) plus the number of cards you skipped (turned over without answering or said "skip" or "go").
Basic Concepts. The number of concepts you said incorrectly plus the number of concepts you skipped over and didn't come back and say.

Put that number in the box under X count opposite the week and day that show on what day you did the timing.

Minutes

How long did the timing last? 1 minute? 20 seconds?
If 20 seconds, how would that length of time be expressed in minutes?
Answer: 1/3 minute or .33 minutes.
Note that you report the length of time of the one timing whose counts you also reported, not the total amount of time you spent on timings.

Time Bar

Figure the "Floor" or "Counting Period" by asking: "How many timings of this length could I squeeze into one minute?"

Timing length	Squeeze into 1 minute	Time Bar =
1 minute	1	1
20 sec. or 1/3 min.	3	3
10 min	1/10 or .1	1/10 or .1

Aim/Min

The aim frequency tells you how many you should be able to do in one minute on any given day of the quarter.
Locate the SAFMEDS frequency aim for today from the "Aim per minute" column of the DTRS.
Locate the Basic Concept frequency aim for today from the "Aim per minute" column of the DTRS.

Timings per day

Timings per day means the number of timings you did over the entire day. Keeping each timing result will help with this count so that you can summarize them easily at the end of the day.

Reminder

Remember:
- Bring your Daily Timing Record Sheets to class each time
- You can earn bonus "thoroughness" behaviors by multiples of 10 timings on a task on a day

TRIP Log Job Aid

Set up

Pair with a partner different from last time
- Same partner produces an X under Initiative
- Cruise and locate partner if needed
- Exchange TRIP Logs and sign in as Counter on back next to today's date
- Note each column covers some aspect of behavior described at the top

Initiative

Note four columns exist under "Initiative."
- Put a dot in the box for the correct date if the partner reached class on time; put an X if they got here after the resonant tuning stopped
- Put a dot if partner initiated a content question or answered when called upon
- Bonus for BCs first time fluency occurs (see Reaching BC fluency)
- Professor only puts in Bonus for SAFMEDS if fluency occurs
- Put a dot in the box if the partner completed the workout section from the workbook for all the chapters assigned for today; put an X if they neglected a workout section on any chapter

Reaching BC Fluency

The first time that an individual achieves a fluent performance on the Basic Concepts (26 or more correct with zero misses or skips in one minute oral) (23 or more correct with zero misses or skips in 4.4 minutes written):
- If an in class BC timing with partner: Look at the "Left" column on TRIP Log and determine points for today; Put a B in the I box followed by that number of points
- If after class, Dr. Graf or his representative (Grading Committee member) will put a B in the I box with the appropriate number of points

Reliability

Five columns exist under "Reliability."
- Put a dot in the box since the partner made it to class
- Put a dot in box; change it to an X if the partner leaves class early
- Put a dot in the box if the partner brought needed materials (SAF, DTRS, pencil, MB text, workbook); put an X if they neglected to bring something
- Put a dot in the box if DTRS shows that partner did at least one timing on the Basic Concepts every day since the last class meeting; put an X if they missed doing the Basic Concepts on one or more days
- Put another dot in the box if DTRS shows that partner did at least one timing on the SAFMEDS every day since the last class meeting; put an X if they missed doing the SAFMEDS on one or more days

At the point in the course when we've started charting:
- Put a dot in the box if their chart shows basic charting done each day up until today (hit freq dot, x freq, dash for Time Bar, open circle for timings per day); put an X if they don't have all basic charting up to date)

Continued on next page

TRIP Log Job Aid, Continued

Thoroughness

Six columns exist for "Thorough" behaviors:
- BC Timing and SAF Timing below apply to the first two columns
- Figure and put the number of earned credits for daily 10 timing multiples. Remember they earn a credit for multiples of 10 timings on any day since the last class
- Do the same for SAFMEDS if they had 10 or more timings on any day since last class
- Put a dot in the box if the partner completed the warmup and cooldown section from the workbook for all the chapters assigned for today; put an X if they neglected a warmup or cooldown section on any chapter
- Put a dot in the box if the partner wrote a "story" following guidelines; put an X if they did not write a story or did not follow the instructions for the story

BC Timing

Locate Basic Concept frequency aim for today from the column of the DTRS.
After the Basic Concept timing in class:
- Put the score in the BC timing box using the format: hits-misses (or skips) / counting time (Example 1: 14-1/1)(Example 2: 34-0/1)
- Put a dot in the Thoroughness box if the partner reached the frequency aim of hits per min; put an X if they fell short of that frequency per minute aim for corrects

SAF Timing

Locate the SAFMEDS frequency aim for today from the "Aim Freq" column of the SAFMED DTRS.
After the SAFMEDS timing:
- Put the score in the SAF timing box using the format: hits-misses (or skips) / counting time (Example 1: 1-5/1)(Example 2: 4-3/.33)(Example 3: 18-0/.33)
- Put a dot in the box if the partner reached the frequency aim of hits per min; put an X if they fell short of that frequency per minute aim for corrects

Reaching SAF Fluency

The <u>first time</u> that an individual achieves a fluent performance on the SAFMEDS (17 or more correct with 5 hits for every miss or skips in twenty seconds) with <u>Dr. Graf</u>(not with regular partner):
- Dr. Graf will put an S in the I box with the appropriate number of points

Summary

At the end of class:
Add all the dots under Initiative for today.
- In the **Appropriate Initiative Behaviors** box for today, put the new cumulative total for the course by adding today's total to the previous total

Add all the X letters from the Initiative boxes for today.
- In the **Initiative Xs for Term** box for today, put the new cumulative total for the course by adding today's total to the previous total

Do the same two above steps for the **Reliability** boxes and **Thoroughness** boxes

Job Aid on Workout Forms

Introduction

This job aid provides some ideas to get you started as you prepare to cover the chapters assigned in Monitoring Behavior. It will help to review the 13 GER goals of Background-4 before and after your reading of a chapter.

Top

Fill in your name, folder number, and the date as indicated.
Your partner for the day will sign in, include their folder number, and make a comment or check the phrase that reflects their assessment of your work.

Concept

The chapter concept and its basic definition. A page exists for each of the 22 chapters and concepts.

Warmups

Write your initial reaction to:
- what the concept means
- what other information about behavior might relate to this concept
- how this concept applies to the study of behavior

Workout

Create a "Memory Map" as described in *Monitoring Behavior*, Chapter 5, Section 3, Page 5 (Behavior-3-5). You might also want to use PhotoReading described on Behavior-3-6. Locating "trigger words" as described on that page can be used as part of your Workout Memory Map.

Other hints: Jot down any questions that occur to you as you read the five sections of the chapter—that the text doesn't answer—noting the section and page number.

Cooldown

After reading the entire chapter:
- what information can you use in addressing current or future problems in your life?
- what problem-solving ideas occur to you from this info?
- what additional info do you need that wasn't included?

Partner comment

Briefly state how thoroughly the individual (whose workout form you have just read) answered the warmup, workout, and cooldown sections. Also note behaviors such as "tried to fill in form at the last minute" or other initiative related behaviors.

Hemi-Sync® Project Job Aid

Choose behavior

Decide on a behavior you wish to increase or decrease. You have selected a Hemi-Sync tape which should relate in some way to the behavior you have chosen. The connection may not be direct or obvious. Be sure to follow the Specific Behavior and Dead-person Test from the Problem Project Job Aid.

Monitor Behavior

Count the number per day—in some cases the number per minute—of the behavior you specified. Do this for five days. Set up a daily record sheet on which to keep the information. If using minutes or hours rather than the whole day, you need to count the number of minutes during which you were watching for the behavior and include this as another column of your daily record sheet.

Use Tape

Listen to the Hemi-Sync Tape using stero headphones or speakers. When to start listening to the Hemi-Sync Tape depends on the kind of tape you have.

Type of H-S Tape	When to start and What to count
Human Plus tapes (guided visualizations)	• Listen to Side One—"Prep"—any time during your first five days. Many people want to listen to this first side two or three times. Count how many times you listen and on what day your listening occurred. • Listen to Side Two any time after the first five days. Count how many times you listen and on what days your listening occurred. • Count the number of times you use the Function Command each day.
• Mind Food tapes dealing with practical applications or personal development (guided visualizations or background environment) • Metamusic tapes (music for background use; no visualizations)	Count the specific behavior for five days before you use the tape. Then listen to the tape and continue counting the behavior, making sure to note how many times you listen to the tape.

Diary of unusual results

Keep a diary of the unusual. Unusual behaviors by you could include vivid dreams or new insights. Such events may be coincidental or may be side effects of using the Hemi-Sync tapes. Keeping notes on things you do differently or ways you think differently can help you evaluate your project from an overall perspective.

Problem Project Job Aid

Available Behaver	**Does the problem involve you?** It should for this project. When you use your own behavior rather than someone else's, we know you will be available. About the only exception we make to this rule: if you want to work with your child on one of hir problem behaviors, you can do so if you clear it through me.
Specific Behavior	**Have you described a specific behavior?** A "specific" behavior means an inner or outer behavior that you can reliably notice when it occurs, so that you can count it. Some behaviors have such vague labels that counting them would produce too much time deciding whether they had just occurred or not.
Dead-person Test	**Could a dead body do the behavior you specified?** A "behavior" really can't be called a behavior if a dead body can do it, so be careful. An non-example of behavior: "being quiet." Can a dead body "be quiet?" Yes. So, not a behavior.
Action Test	**Does the problem behavior involve your actions, rather than something done to you?** Be careful. If you specify something done by somebody else to you, we would call you the recipient of the action, rather than the one who initiated the action. We want you to choose a behavior that you initiate.
Sufficient Count Test	**Does the problem behavior always occur at least four times a day ?** Low frequency behaviors don't pose a problem on a larger time scale, but we want you to finish your project in six weeks, not months. If your specified behavior occurs at less than four a day, you may be able to "slice" the behavior into one of its components that occurs more often. Check with Dr. Graf if this Problem occurs in the first week or so. If you wait until later you may doom your chances of a successful project.
Elapsed Time Test	**Does what you count for your problem behavior involve time only?** If so, look for some aspect that you can count. Example: Rather than"Study time", one should count some behavior such as "One minute content summaries written," or "Highlight marks made." We want you to work with a behavior that has a count as well as a time. Failure to meet this test will doom your chances of a successful project.
Daily Record Sheet Test	**Have you constructed a record sheet to record your daily counts and times?** You can set up something like your Daily Timing Record Sheet on which you monitor your Basic Concepts and SAFMEDS. You'll need a record sheet to turn in with your project and your Standard Celeration Chart of your project. I'll use your record sheet to check your chart.

Eighty Twenty Project Job Aid

Learn Basic Concepts	You need to learn the Basic Concepts to Fluency both: • orally • written
Look for material	Look for material in each chapter of Monitoring Behavior that: • interests you • can be summarized concisely • can be put in figure or table form
Amount	You will need from 2-7 items or facts per chapter. Two represents the minimum.
Practice	Set a timer on 20 minutes and time your performance. Don't look at your notes or master copy during the timing. At completion of 20 minutes, go over what you wrote and give yourself Feedback. Keep practicing until you show yourself you can do what it takes on an actual try.
Try	Set an ET try with Dr. Graf. Remember to give him your ET Feedback sheet. Try again if you don't succeed.

Projects

Overview

Introduction

Two Course Points can be earned through a project. I'll usually award the first Project Course Point when you have turned in a project "try." The second Course Point occurs when you complete all "Do List" items successfully as judged by me on the Do How Did Didn't Feedback sheet.

Initiative Points

The project tries you make score Initiative hits and misses that I'll add to your TRIP Log. The earlier in the semester, the greater the possible Initiative Points, since initiative involves getting tasks done rather than waiting until "crunch time."

In this chapter

This chapter describes the different projects.

Topic	See Page
Grading Committee	Projects-2
Clicker Training Project	Projects-3
Hemi-Sync SCC Project	Projects-4
Problem Project	Projects-5
Eighty Twenty (ET) Project	Projects-6

Grading Committee

Qualifiers

Up to the top 10% of the class can qualify. Not all who qualify choose this option for their project. A student qualifies for the Grading Committee by demonstrating:
- early Fluency on Basic Concepts with a partner
- early Fluency on SAFMEDS with a partner and Dr. Graf
- appropriate ratios on Initiative, Reliability and Thoroughness
- integrity (avoiding more than three Integrity Mishaps)

Early Fluency

"Early Fluency" means those who reach Fluency earlier than their classmates.

Description

- Grading Committee members stay the last 10-15 minutes of class to monitor SAFMEDS (and eventually Basic Concept) timings, and help other learners with basic charting
- Because their presence means accessibility for fluency timings, **an absence by a Grading Committee member counts as five Xs in each category instead of four**
- Grading Committee members doublecheck the status of grades earned by class members on the day of class before Awards and Evaluation Day

When do they operate?

As the semester progresses, each class will end formally with about 10-15 minutes left for SAFMEDS timings. Grading Committee members stay and pair up with other class members who want to do SAFMEDS timings or have questions on basic charting.

In some semesters, if the instructor leaves town to attend a conference or training seminar, Grading Committee members will be expected to conduct SAFMEDS timings for at least a portion of the time when class would ordinarily meet.

How do they set up?

Students who want to try timings should divide up between available Grading Committee members. Each Grading Committee member should get a timer from Dr. Graf and move to a corner of the room to distance the people you time from the sound of the other timers. In some cases, multiple people can be timed off of one timer.

What do they do?

Each Grading Committee member each day keeps a record of timings on a special SAFMEDS sheet and on a special Basic Concepts sheet. Each Grading Committee member keeps a Standard Celeration Chart of:
- number of people (square)
- number of timings (open circle)
- and number of fluencies (dot)

The Grading Committee member puts this information in hir folder each day.

Other tasks

The Grading Committee also helps anyone having trouble with charting (or brings them to Dr. Graf if they need to know more about the problem), meets to go over and doublecheck grades earned on a specified day near the end of the semester. Grading Committee members missing this meeting risk dropping to a B in the course.

Clicker Training

Description

Students attempting the Clicker Training project:
- should have a pet or access to one whose feeding habits they can control
- need access to a VHS type video camera
  - turn in a VHS tape using guidelines from **Do Did Didn't Feedback for Clicker Training**
- remediate any problems before deadline after receiving feedback from Dr. Graf

Past Pitfalls

Be sure to read and become familiar with the information presented on animal training in the Application chapter. Some students violate the "don'ts" and consequently must redo their Click and Treat attempt. The main don'ts:
- Don't touch (to assist pet to do the target behavior)
- Don't tell (the pet what you want them to do before they do it; this comes later)
- Don't feed (or allow access to food for several hours before the training session)

Watch examples and non-examples

Tapes showing how to use the Clicker Training method and how not to use it will be shown to everyone. Attend to these tapes carefully if you want to do a Clicker Training project.

Initiative

Don't put off the Clicker Training project until late in the semester, because you may need to remediate certain aspects of it. Turning in your initial attempts in a timely fashion will give you ample opportunity to do any remediation necessary.

Do Did Didn't Feedback

The Do Did Didn't Feedback for Clicker Training Project specifies what needs to be shown on the tape you make. Make sure you understand what the instructions call for. Note also that your tape need not and should not show the entire time of training sessions. Show before, during and after samples.

Hemi-Sync SCC

Description

H-S SCC projects combine two technologies—Hemi-Sync® sound technology and Standard Celeration Charting technology—in a problem solving situation. Students interested in this project need:

- to identify a Problem Behavior
- acquire and use a Hemi-Sync tape, monitoring its use
- monitor two aspects of the Behavior on 2 Standard Celeration Charts over six weeks

Details

These requirements provide more details as to how to proceed.

- Identify a problem which you desire to solve
- Read the "Problem" chapter in *Monitoring Behavior*
- Go over the "Hemi-Sync Project Job Aid" in the Job Aids chapter of this Workbook
- Monitor and Chart the Behaviors
- Add advanced Charting as you learn how within the course

Resources

You will need:

- access to a stereo cassette tape player
- an audio tape from the Hemi-Sync catalog
  - Dr. Graf has catalogs for you to borrow
  - some tapes can be obtained from a stock for project use
  - some tapes may need to be ordered if not in stock
- to rent the tape from professor with a $10 deposit ($5 back if you return tape)
- to follow guidelines set forth on the Hemi-Sync Do How Did Didn't Feedback
- remediate any problems before deadline after receiving feedback from professor

Resources

Besides the Hemi-Sync catalog, you will find references to Hemi-Sync and The Monroe Institute in *Monitoring Behavior* (see Index). Follow the Hemi-Sync SCC Project Job Aid in the Job Aids section of this workbook.

Example

See also the sample project included in the Project Examples chapter of this workbook.

Problem Project

Description

Problem Project means you use Behavior Charting technology described in *Monitoring Behavior* in a Problem solving situation.

What to do

Students interested in this project need:

- to identify either a :
  - Problem Behavior which you desire to solve
  - Behavior you wish to Practice towards Fluency
- to make sure the Behavior meets the criteria expressed on the Problem Project Job Aid
- monitor two aspects of the Behavior on Standard Celeration Charts over six weeks
- follow guidelines in monitoring, basic and advanced Charting
- turn in a write-up of the project (see Problem Project Feedback sheet for details)
- turn in the Charts with basic and advanced Charting completed
- remediate any problems before deadline after receiving Feedback from Dr. Graf

Example

See the example Problem Project provided in the chapter on Project Examples.

Eighty Twenty Project

Description

Students attempting the Eighty Twenty Project organize information learned in the course under the 22 Basic Concepts and reproduce this organization in a twenty-minute timing.

Specifics

Requirements for success:
- all 22 Basic Concepts must be included and defined correctly
- include 80 related concepts or pieces of information split up under each of the 22 Basic Concepts
- pictures and diagrams can and should be used for efficiency

What to avoid

Any of the following should be avoided:
- omitting any of the Basic Concepts
- mixing up or incorrectly stating any of the Basic Concepts
- writing all 22 Basic Concepts together and then a string of facts after that
- all of the facts and information under just some of the Basic Concepts

Examples

While no examples have been included in the Workbook, Dr. Graf has previous successes and failures that you should examine if interested in this project.

Attempts

You can set up an ET Project attempt by scheduling it ahead of the day you want to try it. ET Project attempts usually occur during office hours in the afternoon or in the classroom office hours before the first class of the day.

Retries

You may retry an ET Project if not successful for up to six attempts. A maximum of one try per day exists. Use Fluency Practice techniques to prepare yourself. Most learners who have done so have succeeded on the first or second try.

Feedback Sheets

Overview

Introduction

Feedback plays a key role in getting from current Behavior to a Desired Result. These sheets provide a brief description of what to do.

Important

The Feedback Sheets found in this chapter should be used before, during and after you try a project.

- Attach the Feedback sheet as the first page of your project for:
  - Grading Committee Charting Project
  - Hemi-Sync SCC Project
  - Problem Project
- Turn the Feedback sheet in with your video for:
  - Clicker Training Project
- Turn the Feedback sheet in to me as you start:
  - an ET project try

In this chapter

The Feedback Sheets for the course follow.

Topic	See Page
Grading Committee Charting Project	Feedback-3
Clicker Training Project	Feedback-5
Hemi-Sync SCC Project	Feedback-7
Problem Project	Feedback-9
Eighty Twenty (ET) Project	Feedback-11

Name

Folder

Grading Committee Charting Project

Do List	1st try	2nd try	3rd try	4th try	5th try	6th try	Initiative Points
Does the Project Contain:							(4)
• Daily Timing Record Sheet showing the original data							
identifying who did what counting what							
all columns filled in daily							
floors shown correctly							
actual calendar date shown linking DTRS to SCC							
Does Basic Charting Have:							(9)
• Time stamp correct at top							
• Behaver							
• Counted							
• Other info on bottom okay							
• Floor each day (if counting period not entire day)							0 or 1
• Symbols okay (dots, Xs)							
• Frequencies in correct cycles							
• Frequencies on correct day lines							
• Phase change line(s) shown & labeled							
Does Advanced Charting Have:							(11)
• Celerations drawn (at least 5 frequencies involved)							
• Celeration values labeled (Cel 1, Cel 2, etc.)							
• Celeration values signed (>,<,=,X or /)							
• Celeration values (1, 1.1, 1.4, 2, 4, 16)							
• Bounce drawn if greater than x2							
• Bounce values labeled (B 1, B 2, etc.)							
• Bounce values signed (>,<,=, X)							
• Bounce measured ok (parallel to day lines; x1 & up)							
• Jump-Turn Combinations labeled (11, 12, 23, etc.)							
• Jump-Turn Combinations stated (NJNT, JUTD, etc.)							
• Outliers labeled & dated for each celeration							

√ or dot = DID (OK)
X= DIDN'T (incorrect); DO (remediate)
/= Can't tell (WHY? Didn't complete previous steps)
N/A= not applicable

DATE						
Initiative Factor (based on date submitted)						
Initiative Points						
PROJECT CREDITS						

Name

Folder

Do Did Didn't Feedback for Clicker Training Project

Set up

Question: What...?	Your Answer
Name do you call your pet?	
Behavior did you originally envision your pet performing?	
Behavior have you taught your pet via "Clicker Training?"	
Visual or auditory cue did you add to signal the behavior to occur?	
Treats did you find to be effective?	

Training

Before Training Questions: Did you...?	Try 1	Try 2	Try 3	Try 4
Give your name clearly in the taping? (count to 5 after record)				
Give pet's name clearly in the taping?				
Give pet's breed and age if known?				
Choose a behavior that the pet would never do on its own?				
Show that the behavior does not occur after the cue occurs?				

During Training Questions: Did you...?	Try 1	Try 2	Try 3	Try 4
Use the click as a response definer (i.e., <u>after</u> an approximation to the target behavior)?				
Refrain from physically positioning the pet?				
Wait until pet performed behavior before adding cue?				

After Training Questions: Did you show that...?	Try 1	Try 2	Try 3	Try 4
The behavior does occur after cue occurs?				
The behavior does not occur with non-example of the cue?				
You did a before, during, and after segment?				
You could vary the cue's timing from one instance to the next?				

Date				
Initiative Factor (based on date submitted)				
Initiative Points				
PROJECT COMPLETED?				

Name

Folder

Do How Did Didn't Hemi-Sync SCC Project Feedback

Do List	1st try	2nd try	3rd try	4th try	5th try	6th try	Initiative Points
Does the "Find" Section Contain:							(2)
• How you discovered this problem							
• What difference these behaviors make in your life							
Does the "State" Section Contain:							(9)
• A precise description of your "counts"							
• A precise description of your "counting period"							
• A careful description of the setting(s)							
• Table showing the data							
identifying who did what counting what							
a minimum of 28 daily frequencies (42 preferred)							
day-month-year shown							
counts each day							
time spent counting each day							
Does the "Solve" Section Contain:							(3)
• The starting and ending frequencies							
• Event-flwg. celerations before,during, after H-S							
• Statement of Celeration, Bounce, JT, Outliers							
Does Basic Charting Have:							(9)
• Time stamp correct at top							
• Performer and Counted (who did what)							
• Other info on bottom okay							
• Floor each day (if counting period not entire day)							
• Symbols okay (dots, Xs, dashes)							
• Frequencies in correct cycles							
• Frequencies on correct day lines							
• Phase change line(s) shown & labeled							
Does Advanced Charting Have:							(11)
• Celerations drawn (at least 5 frequencies involved)							
• Celeration values labeled (Cel 1, Cel 2, etc.)							
• Celeration values signed (>,<,=,X or /)							
• Celeration values (1, 1.1, 1.4, 2, 4, 16)							
• Bounce drawn if greater than x2							
• Bounce values labeled (B 1, B 2, etc.)							
• Bounce values signed (>,<,=, X)							
• Bounce measured ok (parallel to day lines; x1 & up)							
• Jump-Turn Combinations labeled (11, 12, 23, etc.)							
• Jump-Turn Combinations stated (NJNT, JUTD, etc.)							
• Outliers labeled & dated for each celeration							

√ = DID (OK) **X**= DIDN'T(incorrect) so DO(remediate)

Blank = either already DID or DIDN'T complete necessary previous steps

DATE						
Initiative Factor (based on date submitted)						
Initiative Points						
PROJECT COMPLETED?						

Name

Folder

Do How Did Didn't Problem Project Feedback

Do List	1st try	2nd try	3rd try	4th try	5th try	6th try	Initiative Points
Does the "Find" Section Contain:							(2)
• How you discovered this problem							
• What difference these behaviors make in your life							
Does the "State" Section Contain:							(9)
• A precise description of your "counts"							
• A precise description of your "counting period"							
• A careful description of the setting(s)							
• Table showing the data							
identifying who did what counting what							
a minimum of 28 daily frequencies							
day-month-year shown							
counts each day							
time spent counting each day							
Does the "Solve" Section Contain:							(3)
• The starting and ending frequencies							
• Type/why of Cel(overall, trend-flwg.,event-flwg.)							
• Statement of Celeration, Bounce, JT, Outliers							
Does Basic Charting Have:							(9)
• Time stamp correct at top							
• Performer and Counted (who did what)							
• Other info on bottom okay							
• Floor each day (if counting period not entire day)							
• Symbols okay (dots, Xs, dashes)							
• Frequencies in correct cycles							
• Frequencies on correct day lines							
• Phase change line(s) shown & labeled							
Does Advanced Charting Have:							(11)
• Celerations drawn (at least 5 frequencies involved)							
• Celeration values labeled (Cel 1, Cel 2, etc.)							
• Celeration values signed (>,<,=,X or /)							
• Celeration values (1, 1.1, 1.4, 2, 4, 16)							
• Bounce drawn if greater than x2							
• Bounce values labeled (B 1, B 2, etc.)							
• Bounce values signed (>,<,=, X)							
• Bounce measured ok (parallel to day lines; x1 & up)							
• Jump-Turn Combinations labeled (11, 12, 23, etc.)							
• Jump-Turn Combinations stated (NJNT, JUTD, etc.)							
• Outliers labeled & dated for each celeration							

√ = DID (OK) **X**= DIDN'T(incorrect) so DO(remediate)
Blank = either already DID or DIDN'T complete necessary previous steps

DATE						
Initiative Factor (based on date submitted)						
Initiative Points						
PROJECT COMPLETED?						

Name

Folder

Do Did Didn't Feedback for Eighty Twenty Project

Do List	1st try	2nd try	3rd try	4th try	5th try	6th try	Initiative Points
Does the ET contain 22 Basic Concepts:							
• All included							
• Correctly spelled							
• Correctly defined							
Does ET contain in addition:							
• At least 2 facts under each Concept							
• A total of 80 or more facts							
FACT COUNT for this try							.2 x IF if success

√ = DID (OK)
X= DIDN'T (incorrect); DO (remediate)
Blank= Can't tell (WHY? Didn't complete previous steps)
N/A= not applicable

DATE						
Initiative Factor (based on date attempted)						
Initiative Points						
PROJECT COMPLETED?						

Project Examples

Overview

Introduction

To help you with your project, I have reproduced two successful projects from past years. These include:

- a Hemi-Sync SCC Project from Fall 1997
- a Problem Project from Spring 2001

Note

I made slight editorial revisions to the 1997 Hemi-Sync SCC project done by Melissa Kunder to conform to our present format. I thought the project would be more useful if it showed things the way we currently do them.

In this chapter

Topic	See Page
Hemi-Sync SCC Project of Melissa Kunder	Examples-2
Daily Record Sheet of Eating Behavior: Melissa Kunder	Examples-3
Basic & Advanced SCC of Melissa Eats Healthy Food	Examples-4
Basic & Advanced SCC of Melissa Eats Unhealthy Food	Examples-5
Basic & Advanced SCC of Melissa Uses H+ Command	Examples-6
Shoot and Score! Problem Project by Julie Black	Examples-7
Daily Record Sheet of Soccer Shooting Behavior (2001)	Examples-8
Basic & Advanced SCC of Julie Black's Soccer goals	Examples-9

Melissa Kunder Hemi-Sync Project

Using Human Plus: Eat/No Eat

Find

I was diagnosed with cancer and my doctor emphasized his belief that my eating habits were an important problem because my body metabolism needs the right food to produce nutrients that will help fight the disease. I chose to change my eating habits.

State

I kept a food diary of everything I ate during the course of the day. Every evening I would review it and designate each item as healthy or unhealthy. My daily record sheet records healthy foods as hits and unhealthy foods as misses.
I also kept track of when and how many times I listened to the prep side and the function side of the Eat/No Eat Hemi-Sync tape and how many times a day I used the function command.

Solve

I have one Chart for hits, one for misses, and one for daily use of the function command. The table below shows my middle Frequencies for the first and last week of the project.. By the end of four weeks I was eating less junk food and more foods that are good for me. I was somewhat successful in accelerating my hits before I had the Eat/No Eat tape, but using the function made it easier to decrease my misses.

Week	Hit Frequencies	Miss Frequencies
14 Oc 97 to 20 Oc 97	4 per day	7 per day
7 Nv 97 to 13 Nv 97	8 per day	1 per day

On my SCCs I drew a phase-change line at the point that I began use of the Hemi-Sync function command. The results:

Hits	Before phase	During Phase
Celeration	>x1.4	>x1.4
Bounce	x4	x3
J-T Combination	Jump Down	No Turn
Outliers	1 Lemon (19 Oc 97)	N.O.

Misses	Before phase	During Phase
Celeration	x1.0	/2
Bounce	x3	x2
J-T Combination	Jump Down	Turn Down
Outliers	2 P (15 Oc & 17 Oc 97)	1 Lemon (1 Nv 97)

Function Command	Before phase	During Phase
Celeration		x1.0
Bounce		<x2
J-T Combination		No Jump No Turn
Outliers		N.O.

Daily Record Sheet of Eating Behavior : Melissa Kunder

Time The counts shown occurred over the entire day.

Table 1

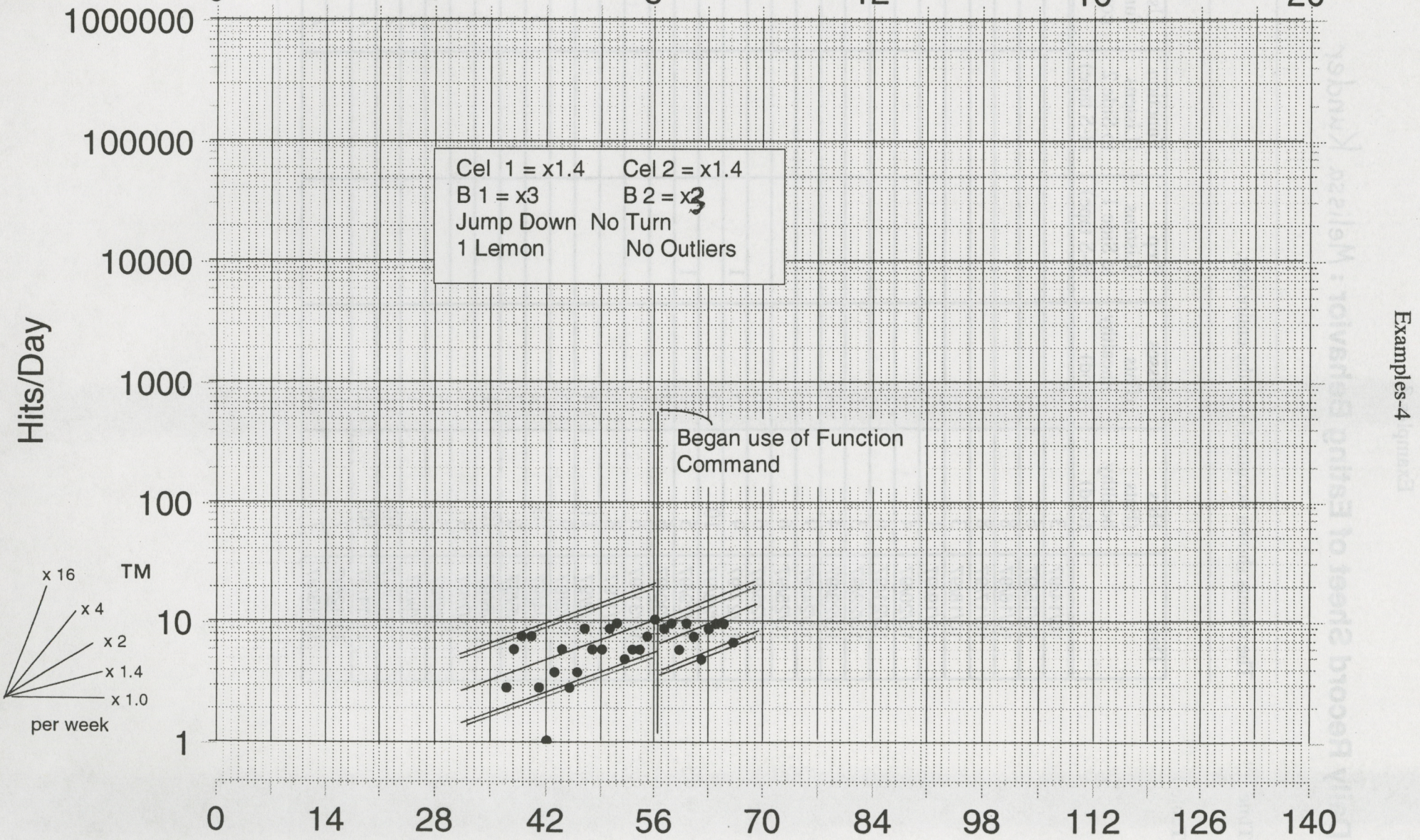
Date	Hits (Eats healthy food)	Misses (Eats unhealthy food)	Prep (Listens to Side 1 H-S tape)	Function (Listens to Side 2 H-S tape)	Uses function command
10/14/97	3	4			
10/15/97	6	1			
10/16/97	8	2			
10/17/97	8	1			
10/18/97	3	4			
10/19/97	1	7			
10/20/97	4	7			
10/21/97	6	5			
10/22/97	3	6			
10/23/97	4	4			
10/24/97	9	3			
10/25/97	6	2			
10/26/97	6	6			
10/27/97	9	5	1		
10/28/97	10	2			
10/29/97	5	2	1		
10/30/97	6	2			
10/31/97	6	2			
11/1/97	8	6			
11/2/97	11	4			
11/3/97	9	5			
11/4/97	10	2		1	3
11/5/97	6	2		1	4
11/6/97	10	1			4
11/7/97	8	1			3
11/8/97	5	5			3
11/9/97	9	1			4
11/10/97	10	1			4
11/11/97	10	1			4
11/12/97	7	1			3
11/13/97	7	1			4

Likeness of Daily per day Standard Celeration Chart
Actual Charts available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900

CALENDAR WEEKS

7 Sp 97 (Dy Mo Yr) | 5 Oc 97 | 2 Nv 97 | 30 Nv 97 | 28 Dc 97 | 25 Jr 98

0 4 8 12 16 20



Examples-4

Figge — SUPERVISOR
Varga — ADVISER
Graf — MANAGER

Melissa Kunder — PERFORMER | 19 — AGE | Psy 560 — LABEL | Eats Healthy Food — COUNTED

DAILY per day CHART

___Youngstown St. U. - Geology___ — ORGANIZATION

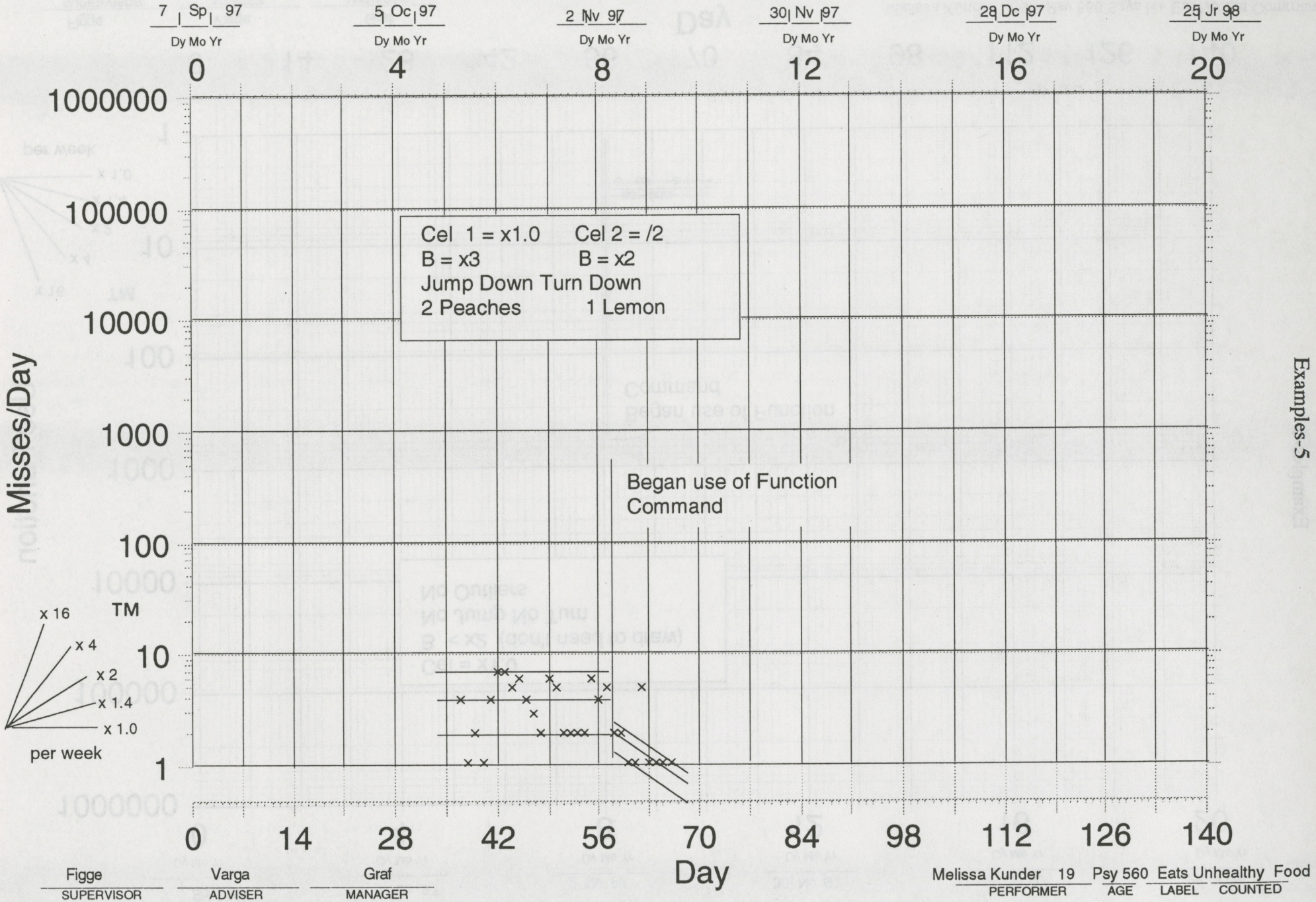
___Melissa Kunder___ — TIMER

___Melissa Kunder___ — COUNTER

___Melissa Kunder___ — CHARTER

Likeness of Daily per day Standard Celeration Chart
Actual Charts available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900

CALENDAR WEEKS



Examples-5

Figge — SUPERVISOR
Varga — ADVISER
Graf — MANAGER

Melissa Kunder 19 Psy 560 Eats Unhealthy Food
PERFORMER AGE LABEL COUNTED

DAILY per day CHART

Youngstown State U. - Geology — ORGANIZATION
Melissa Kunder — TIMER
Melissa Kunder — COUNTER
Melissa Kunder — CHARTER

Likeness of Daily per day Standard Celeration Chart
Actual Charts available from BEHAVIOR RESEARCH CO.
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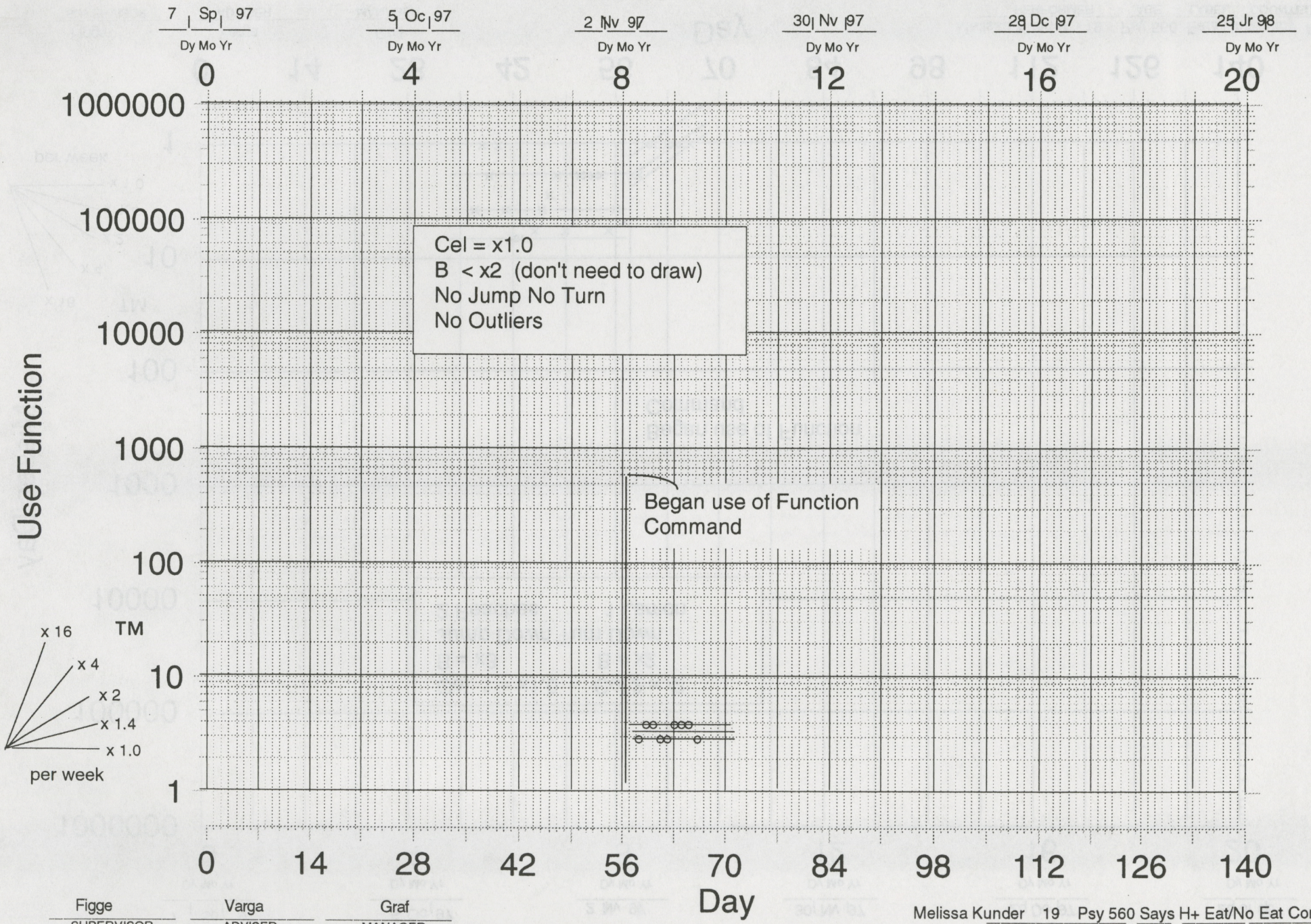


Examples-6

Figge — SUPERVISOR
Varga — ADVISER
Graf — MANAGER
YSU - Geology — ORGANIZATION
DAILY per day CHART
Melissa Kunder — TIMER
Melissa Kunder — COUNTER
Melissa Kunder — CHARTER
Melissa Kunder 19 Psy 560 Says H+ Eat/No Eat Command
PERFORMER AGE LABEL COUNTED

Shoot and Score!

Problem Project

by Julie Black

Find

In order to have more play time in soccer games, I need to noticeably improve my shooting skills.

State

I chose to monitor my behavior at an indoor soccer complex due to the time of year and weather conditions. I chose to kick the soccer ball from the right hand corner of the eighteen yard box, because this is where I found myself shooting the ball from most often in games, thus it would be beneficial for me to improve my shooting ability from this position. I would monitor this behavior for five minutes. Because I do not have enough soccer balls to continuously shoot for five consecutive minutes, my sister timed my behavior five times at one minute each. This allows me to collect the ten soccer balls and line them up for me to kick. My sister also tabulated my hits and misses, a hit being when I kicked the ball from my position into the goal, a miss is when the ball did not go into the goal.

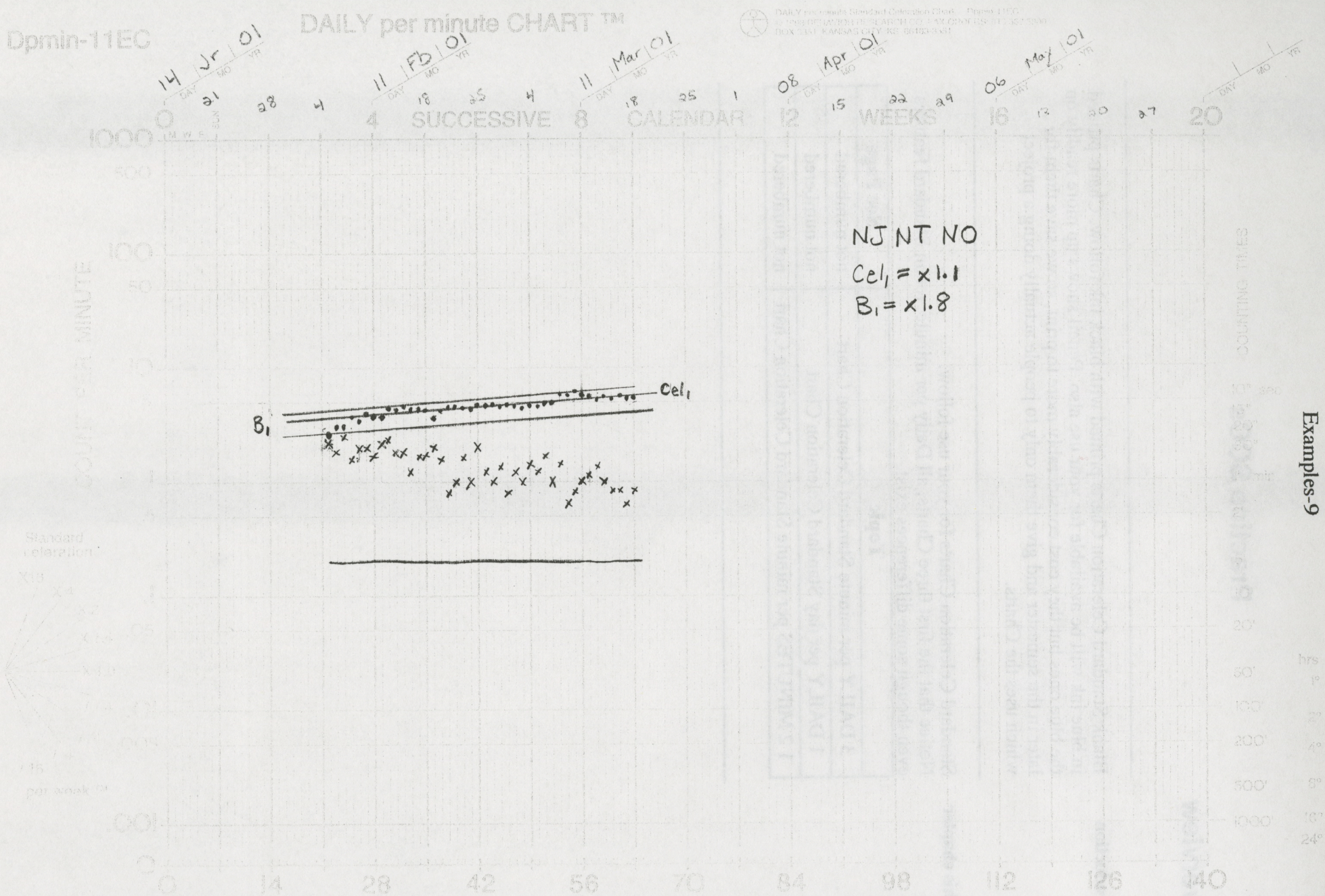
Solve

For forty-two days, with the help of Lindsay as a timer and counter, I monitored my soccer shooting behavior. I have made noticeable improvements in my soccer shooting ability as one can observe from looking at my beginning frequency, which was thirteen hits and eleven misses, and comparing it to my ending frequency, which was twenty-eight hits and four misses. After charting my data, I was able to see that my behavior had a celeration of x1.1 and a bounce of x1.8. One thing that I did not expect to gain from monitoring my behavior was to see an increase in the number of shots that I could take on the goal. However, my data table shows that from day one until the end I continued to make progress in this area. With an increase in speed and accuracy, I am becoming fluent in shooting soccer goals from the eighteen yard box.

Daily Record Sheet of Soccer Shooting Behavior (2001)

Lindsay Black counts Julie Black's soccer goals

Day	Date	Hits	Misses	Time
1	Feb.05	13	11	5 minutes
2	Feb. 06	15	9	5 minutes
3	Feb. 07	15	13	5 minutes
4	Feb. 08	18	8	5 minutes
5	Feb. 09	17	10	5 minutes
6	Feb. 10	20	10	5 minutes
7	Feb. 11	19	9	5 minutes
8	Feb. 12	19	12	5 minutes
9	Feb. 13	22	13	5 minutes
10	Feb. 14	21	9	5 minutes
11	Feb. 15	25	9	5 minutes
12	Feb. 16	24	6	5 minutes
13	Feb. 17	24	8	5 minutes
14	Feb. 18	25	8	5 minutes
15	Feb. 19	19	10	5 minutes
16	Feb. 20	23	7	5 minutes
17	Feb. 21	25	4	5 minutes
18	Feb. 22	27	5	5 minutes
19	Feb. 23	26	8	5 minutes
20	Feb. 24	26	5	5 minutes
21	Feb. 25	27	10	5 minutes
22	Feb. 26	26	6	5 minutes
23	Feb. 27	28	5	5 minutes
24	Feb. 28	26	7	5 minutes
25	March 01	29	4	5 minutes
26	March 02	27	6	5 minutes
27	March 03	25	5	5 minutes
28	March 04	27	7	5 minutes
29	March 05	28	6	5 minutes
30	March 06	30	8	5 minutes
31	March 07	30	5	5 minutes
32	March 08	29	7	5 minutes
33	March 09	28	3	5 minutes
34	March 10	30	4	5 minutes
35	March 11	28	5	5 minutes
36	March 12	28	6	5 minutes
37	March 13	27	7	5 minutes
38	March 14	29	5	5 minutes
39	March 15	27	4	5 minutes
40	March 16	29	4	5 minutes
41	March 17	28	3	5 minutes
42	March 18	28	4	5 minutes



Dr. Brothers — SUPERVISOR
Maria Lame — ADVISER
Dr. Graf X — MANAGER
Julie Black — PERFORMER
Psych 1560
Soccer goals — COUNTED
YSU — ORGANIZATION
SB-140 — DIVISION
ROOM
Lindsay Black — TIMER
Lindsay Black — COUNTER
Julie Black — CHARTER

Examples-9

Practice SCCs

Overview

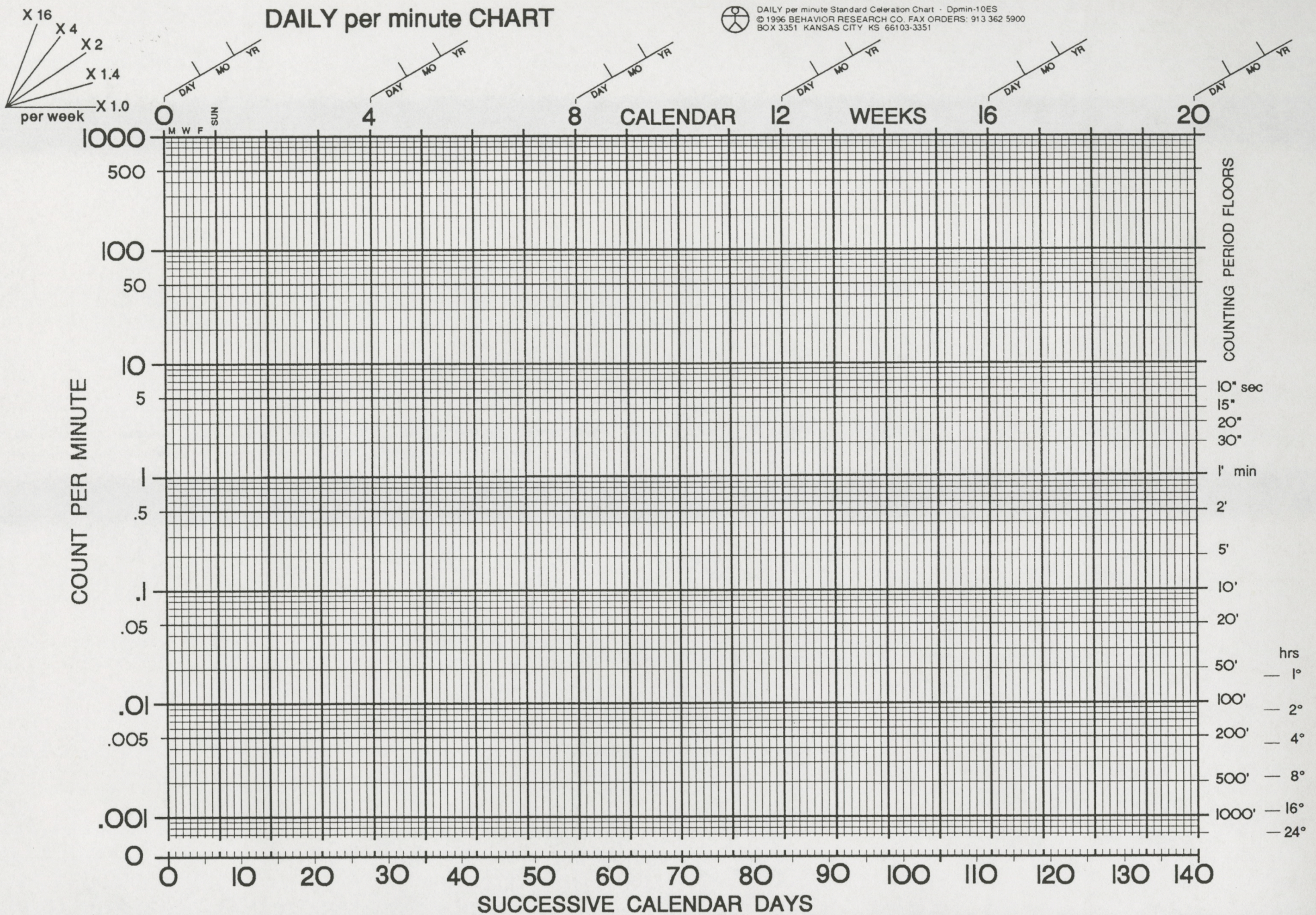
Introduction

Blank Standard Celeration Charts printed with black ink follow. Charts printed in blue ink will be available for your use also. Pencil shows up more readily on the blue ones but they cost considerably more to print, so we save them for later in the semester and give them only to people actually doing a project which uses the Charts.

In this chapter

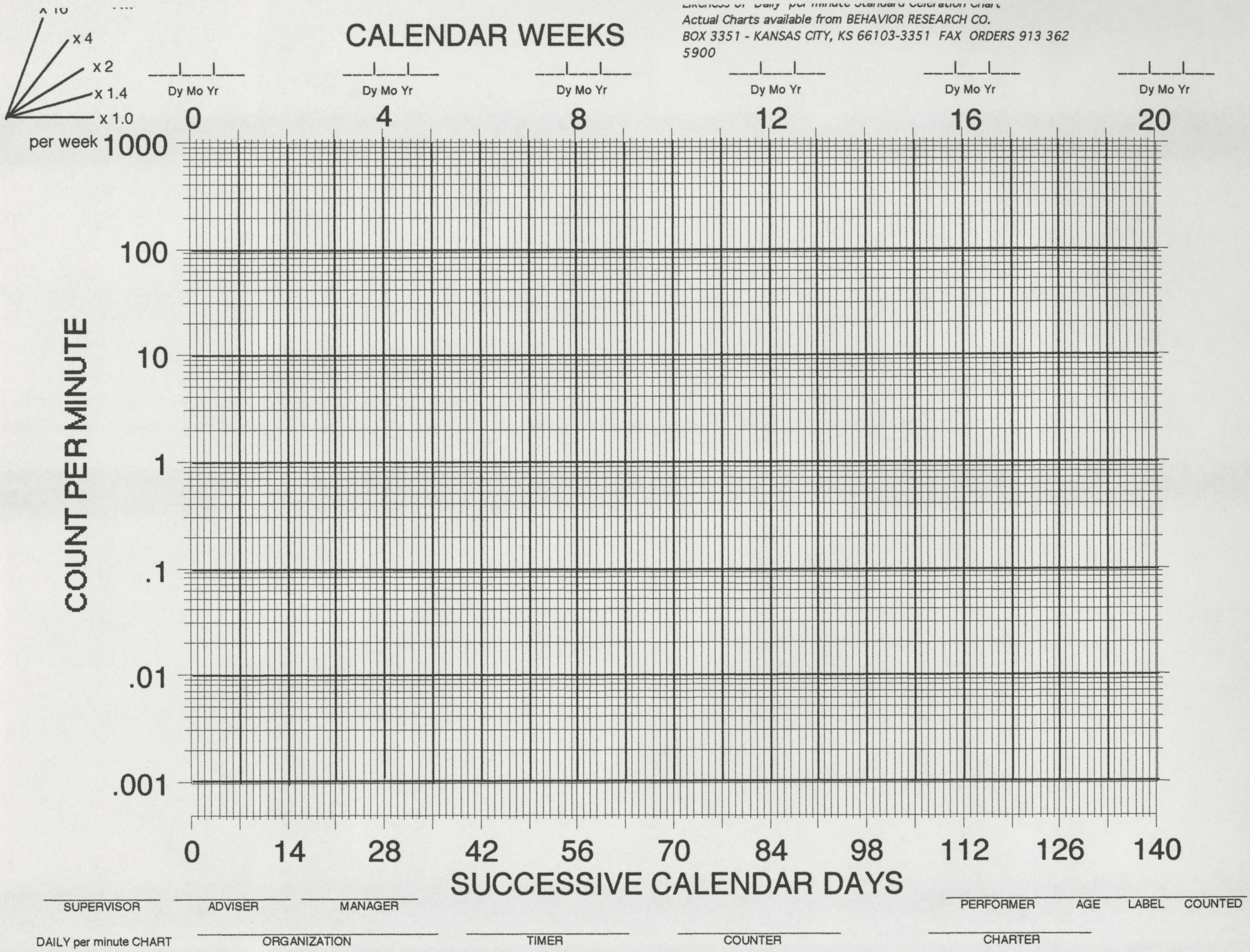
Standard Celeration Charts for your use follow.
Notice that the first three Charts, all Daily per minute, retain Standard features even though some differences exist.

Topic	See Page
3 DAILY per minute Standard Celeration Chart	not numbered
1 DAILY per day Standard Celeration Chart	not numbered
1 2 MINUTES per minute Standard Celeration Chart	not numbered



SUPERVISOR ADVISER MANAGER PERFORMER COUNTED

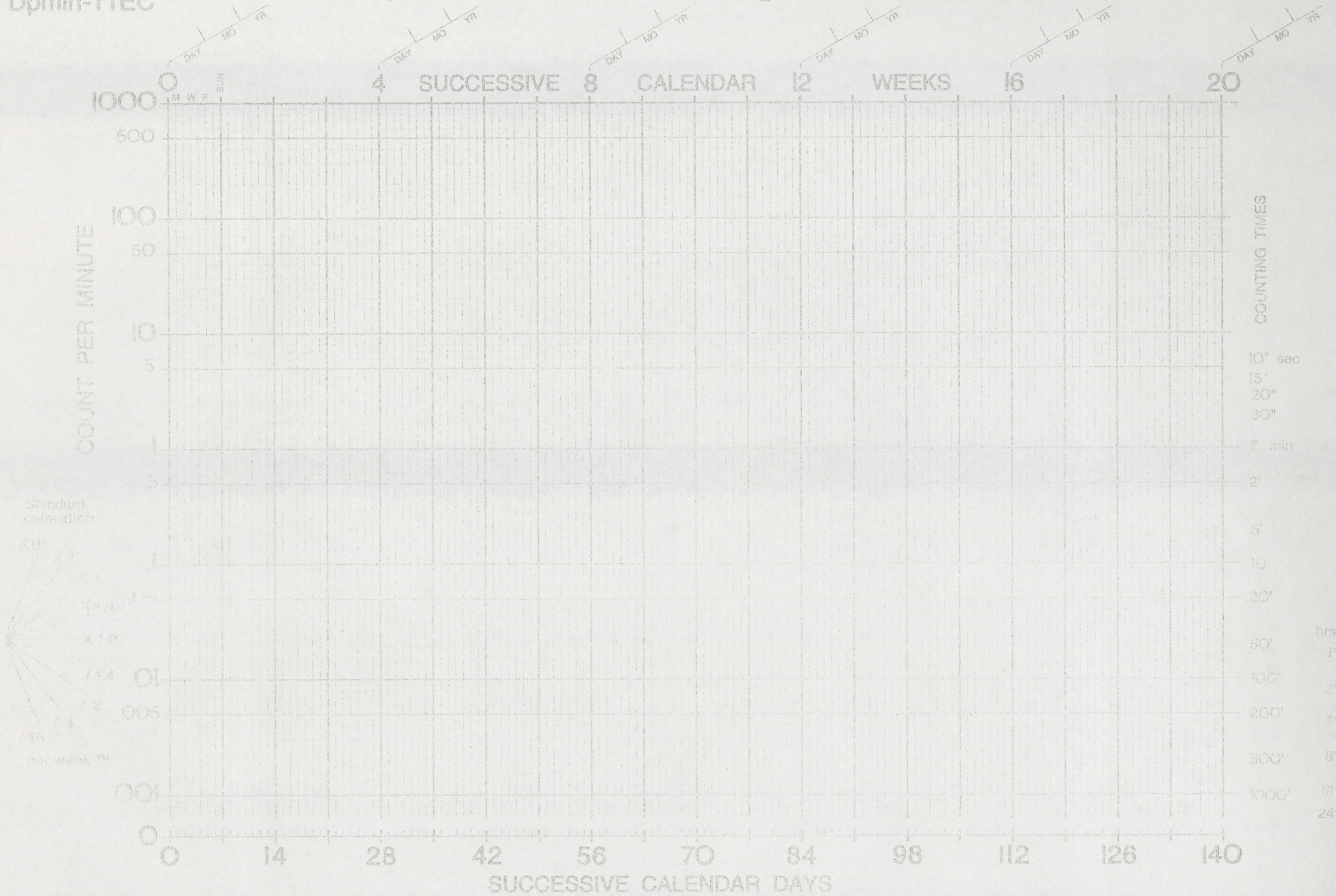
ORGANIZATION DIVISION ROOM TIMER COUNTER CHARTER


x 10
x 4
x 2
x 1.4
x 1.0
per week
CALENDAR WEEKS
Likeness of "Daily" per minute Standard Celeration Chart
Actual Charts available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900
Dy Mo Yr
0
4
8
12
16
20
1000
100
10
1
.1
.01
.001
COUNT PER MINUTE
0
14
28
42
56
70
84
98
112
126
140
SUCCESSIVE CALENDAR DAYS
SUPERVISOR
ADVISER
MANAGER
PERFORMER
AGE
LABEL
COUNTED
DAILY per minute CHART
ORGANIZATION
TIMER
COUNTER
CHARTER

Dpmin-11EC

DAILY per minute CHART ™

DAILY per minute Standard Celeration Chart - Dpmin-11EC
© 1995 BEHAVIOR RESEARCH CO. FAX ORDERS: 913 362 5000
BOX 3351 KANSAS CITY, KS 66103-3351



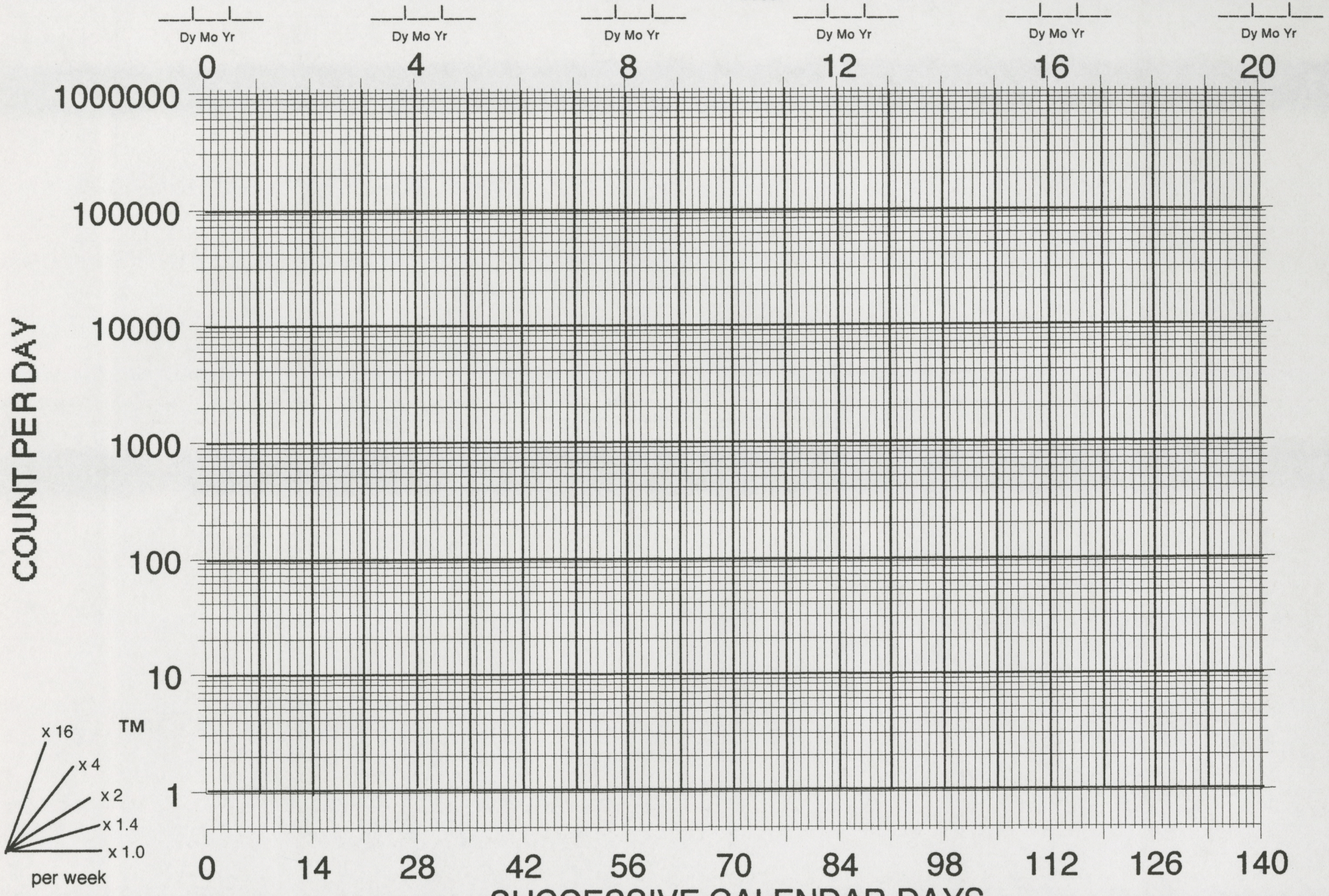
SUPERVISOR ADVISER MANAGER PERFORMER COUNTED

ORGANIZATION DIVISION ROOM TIMER COUNTER CHARTER

Likeness of "Daily" per day Standard Celeration Chart

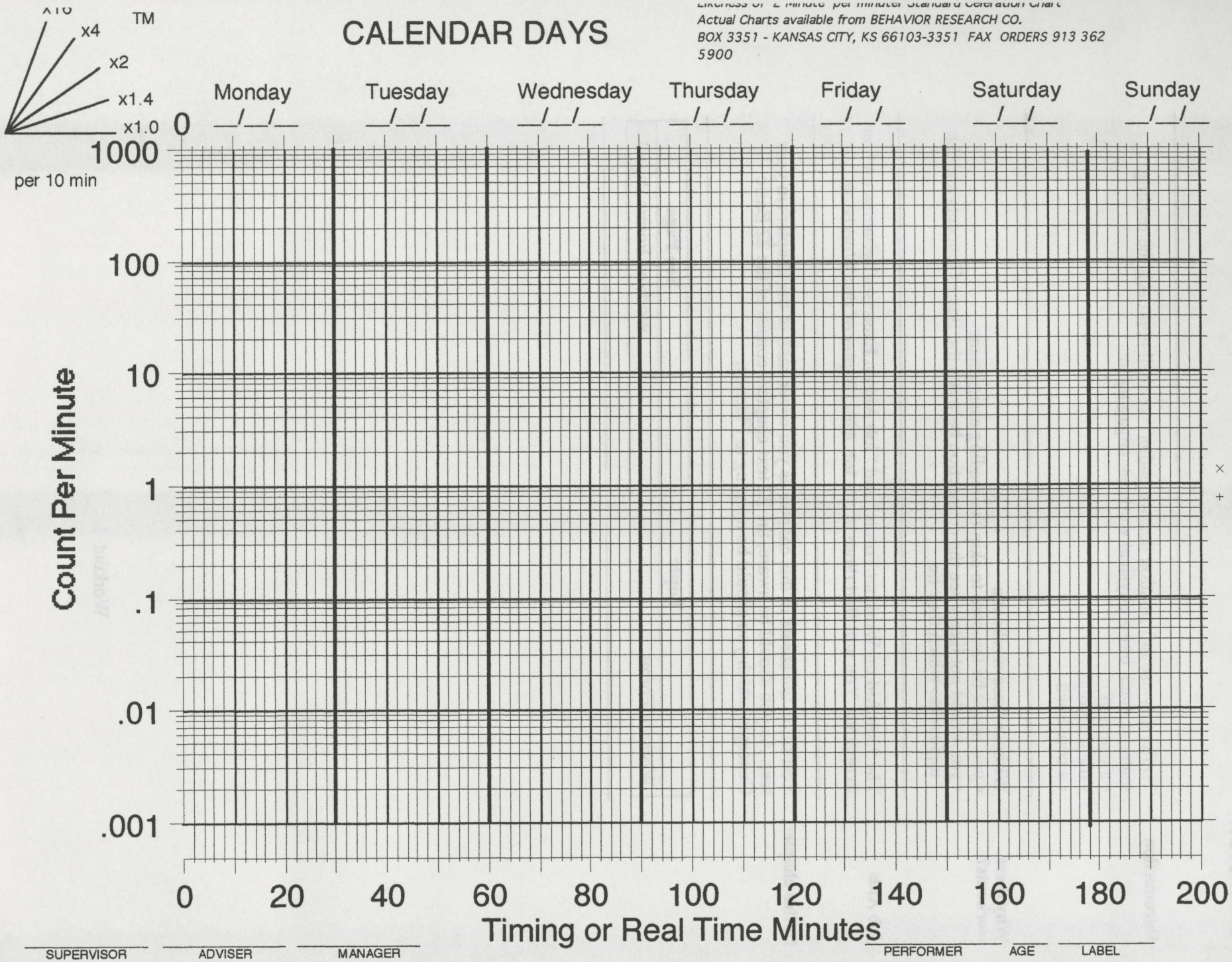
Actual Charts available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900

CALENDAR WEEKS



SUPERVISOR ADVISER MANAGER PERFORMER AGE LABEL COUNTED

DAILY per day CHART ORGANIZATION TIMER COUNTER CHARTER


x16
x4
x2
x1.4
x1.0
TM
CALENDAR DAYS
Likeness of 2 Minute per Minute Standard Celeration Chart
Actual Charts available from BEHAVIOR RESEARCH CO.
BOX 3351 - KANSAS CITY, KS 66103-3351 FAX ORDERS 913 362 5900
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
0
1000
per 10 min
100
10
1
.1
.01
.001
Count Per Minute
0
20
40
60
80
100
120
140
160
180
200
Timing or Real Time Minutes
SUPERVISOR
ADVISER
MANAGER
PERFORMER
AGE
LABEL
MINUTE per Minute CHART
ORGANIZATION
TIMER
COUNTER
CHARTER
COUNTED

Workout

Overview

Introduction

To fluently use information that we gather, we shall approach the reading material much like a physical workout, engaging in:
- a warmup
- the workout
- a cooldown

Why these workouts?

Without these workouts:
- you might be tempted to skip the reading assignment
- you would not likely see the connection between the Basic Concepts and the topics into which they tie

Job Aids

The "Job Aid on Workout Forms" and "Job Aid on Exercises" givetips on how to operate. You will find those in the Job Aids chapter of this Workbook.

In this chapter

You fill in the sheets in this chapter as you cover each of the chapters in your text. As you should be aware, the 22 text chapters consist of the 22 Basic Concepts which you should be learning to Fluency.

Topic	See Page
Workout Forms	Workout Forms Page 1

Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Belief - creates reality**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

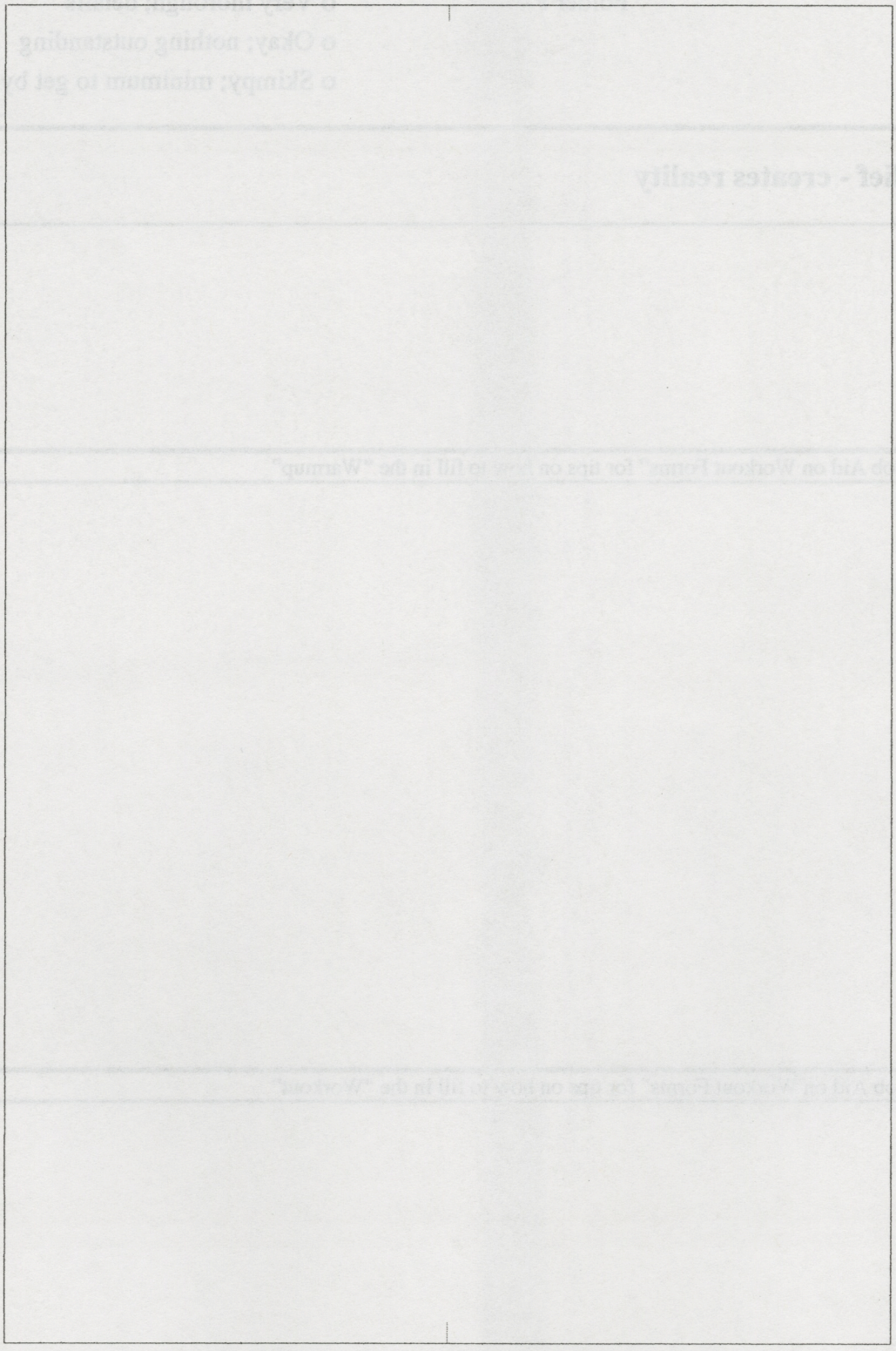
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details
		o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Start and End**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

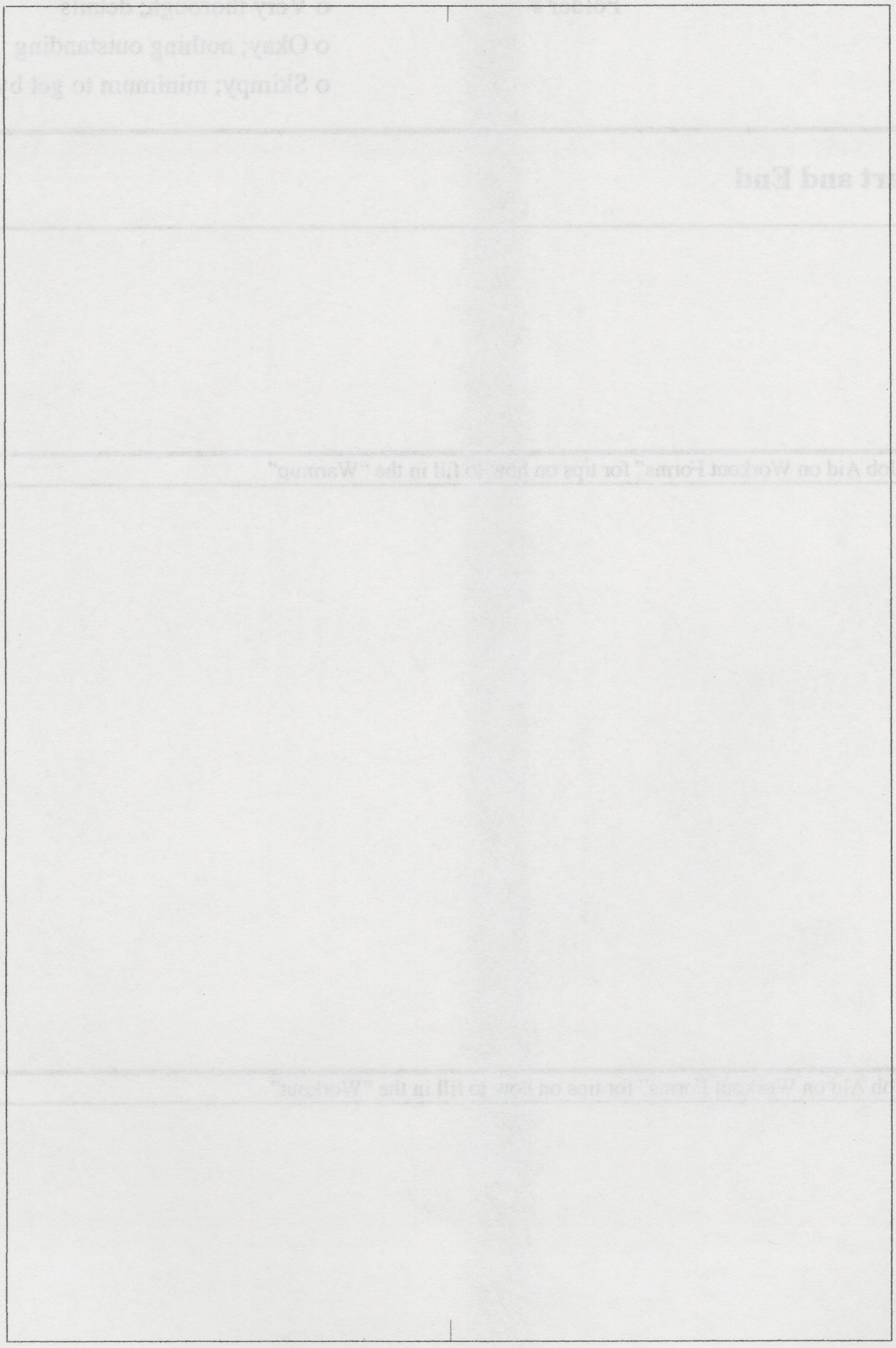
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Information - acquired data**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

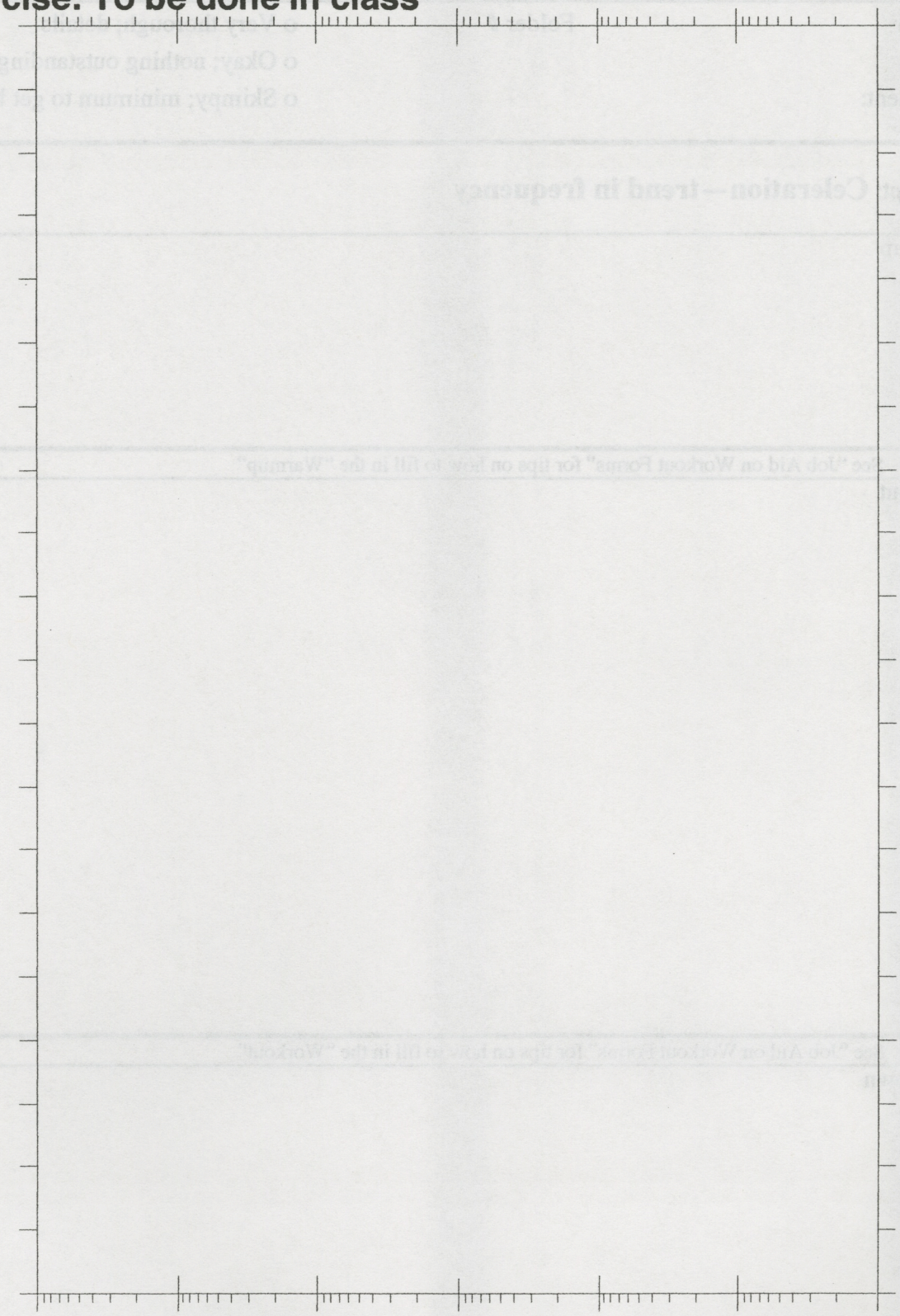
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Standard - agreed structure**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

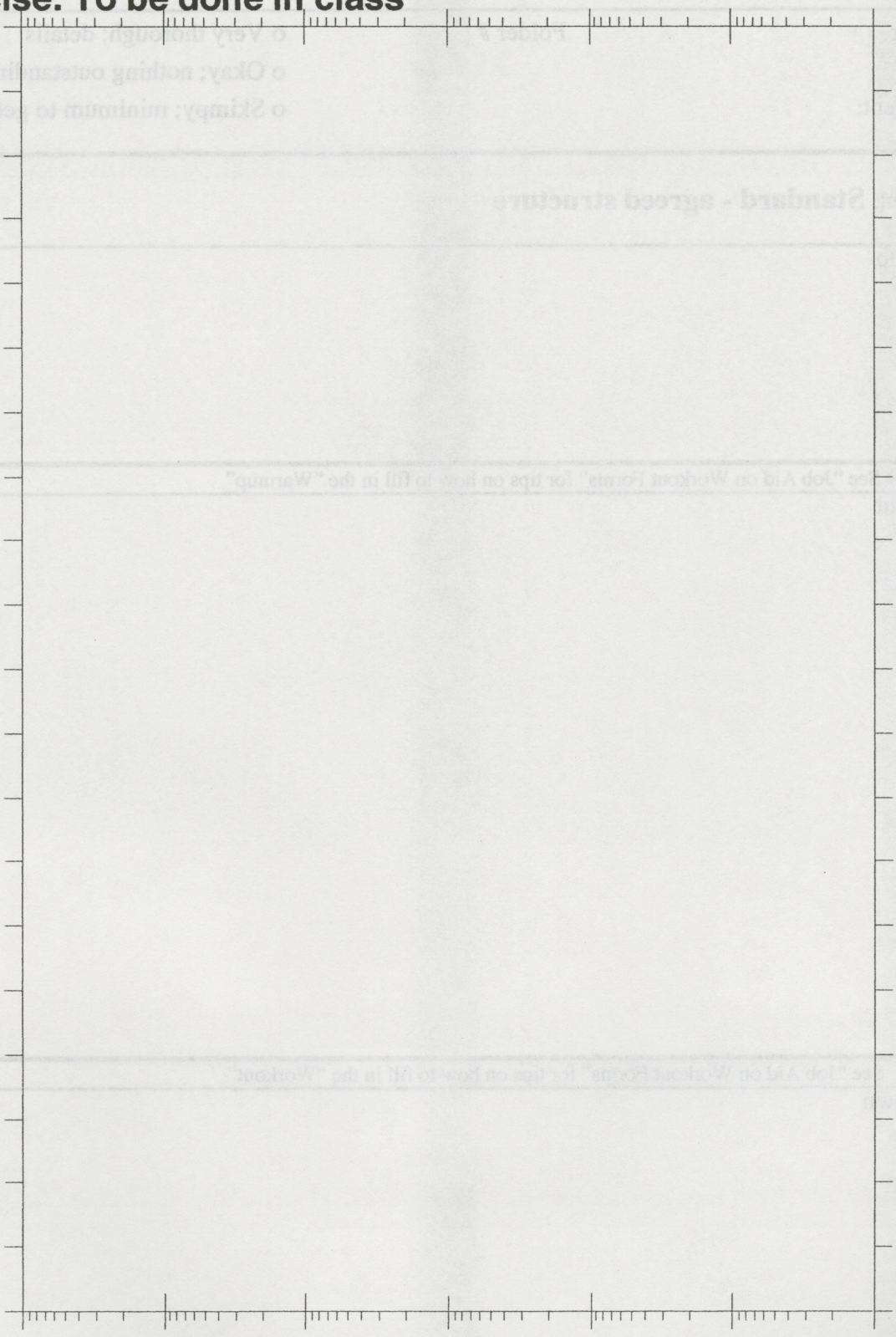
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Chart - see to understand**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

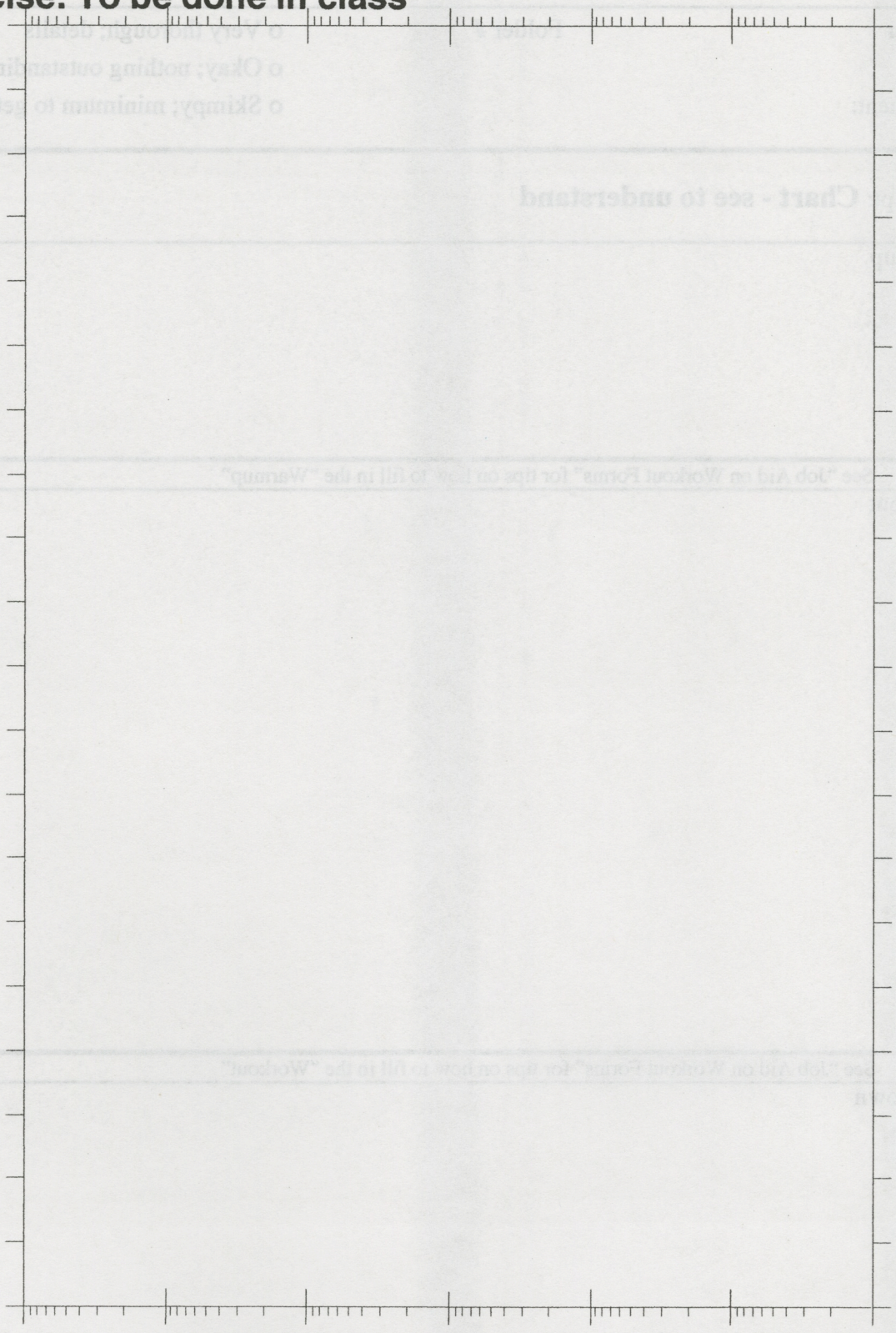
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Psychology - study of inner & outer acts**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

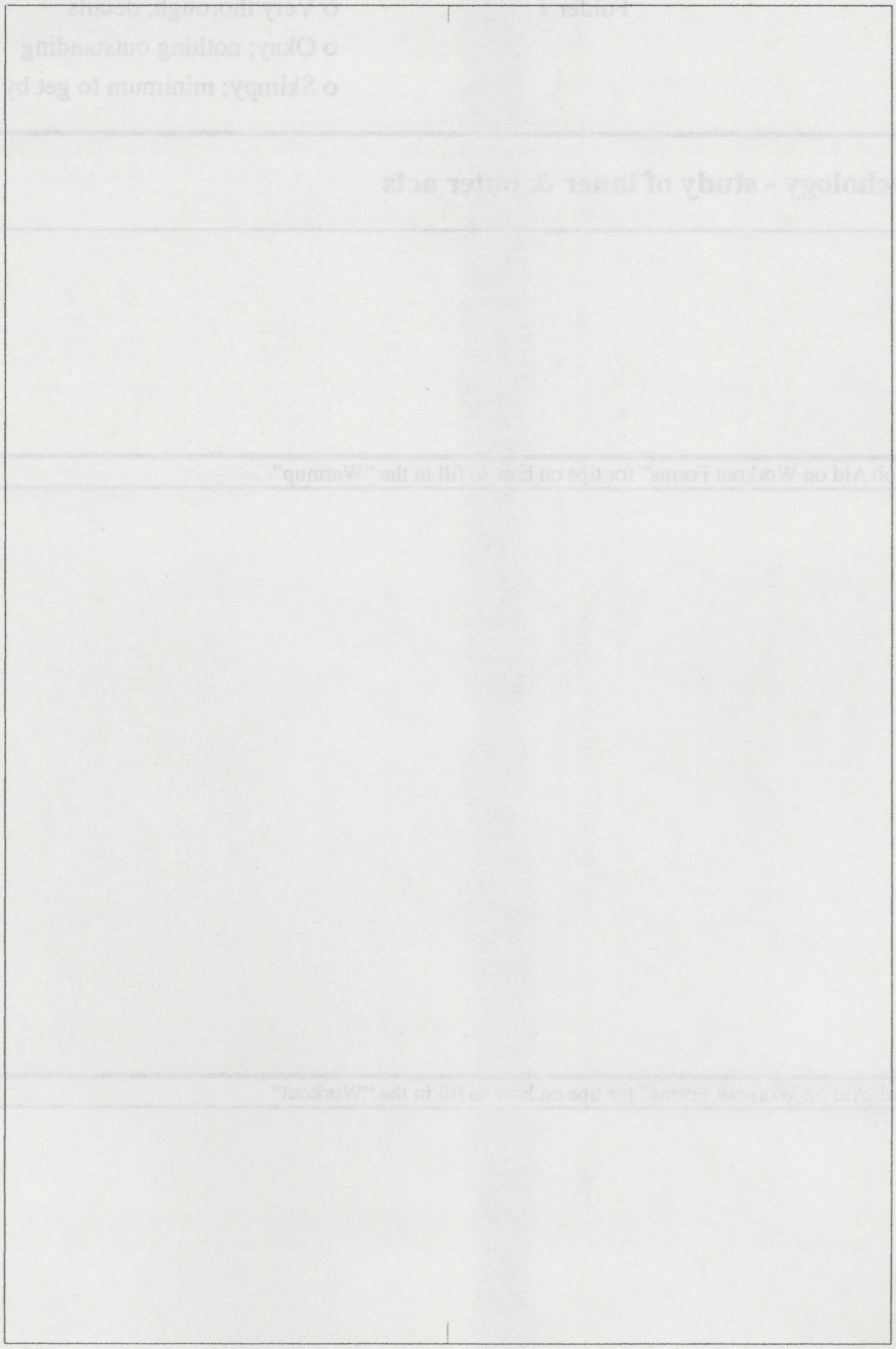
Workout

See "Job Aid on Workout Forms" for tips on how to fill in the "Workout"

Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details
		o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Contingency - links result to act**

Warmup

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Workout

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Cooldown

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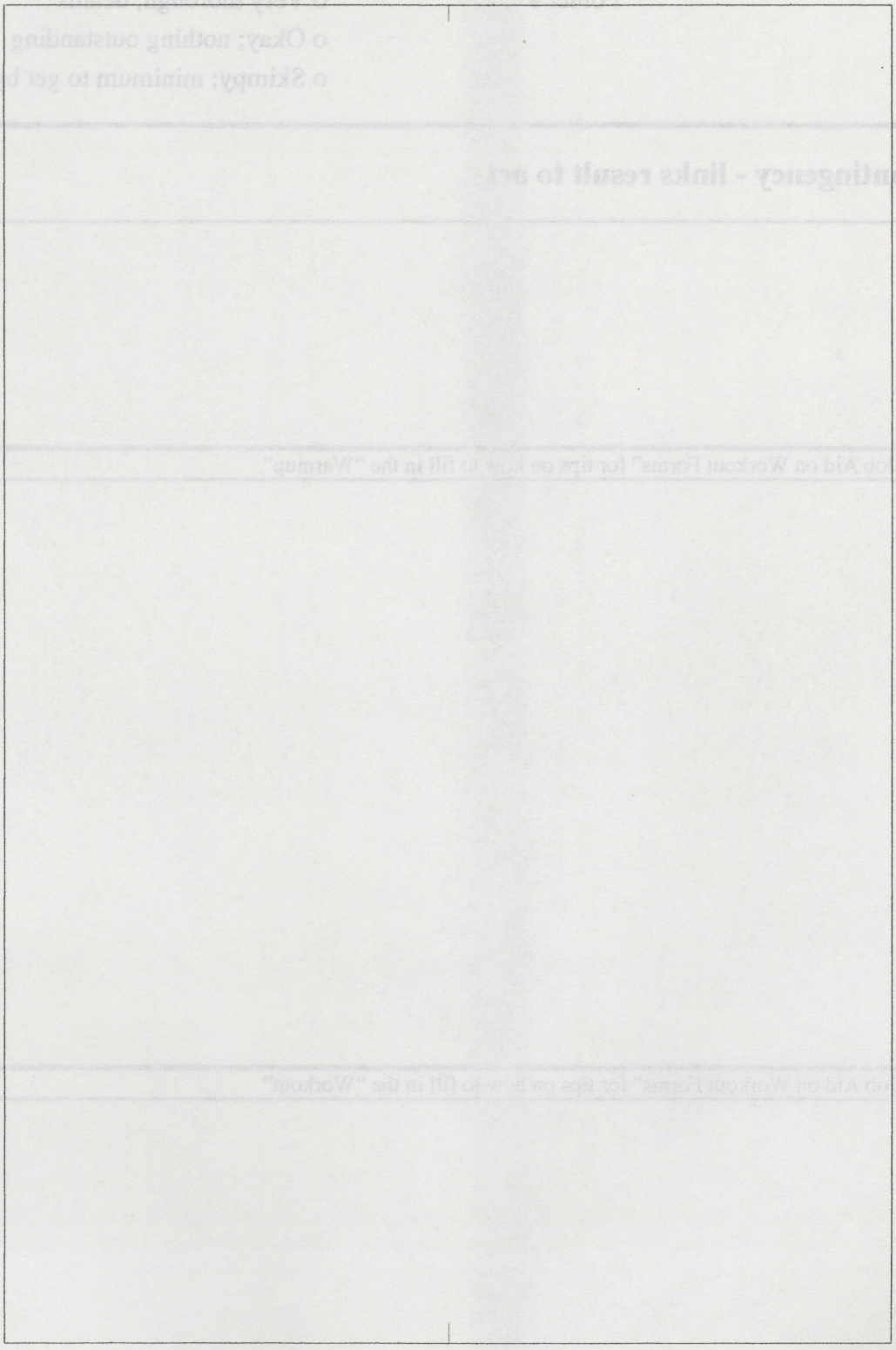
Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Analysis - finds contingency**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

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Cooldown

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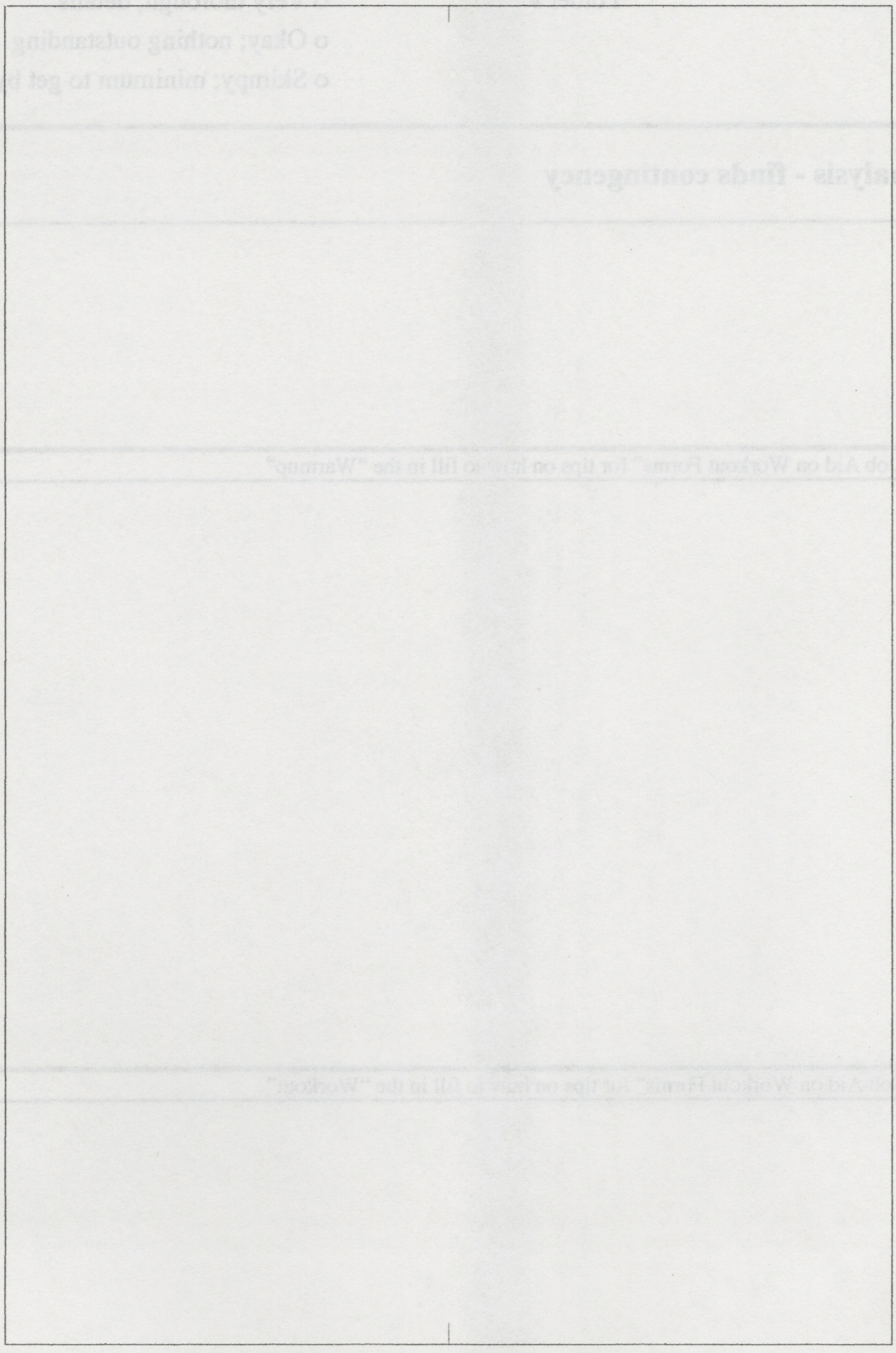

Name Folder # Date

Partner	Folder #	o Very thorough; details
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Comment:		o Skimpy; minimum to get by

Concept: **Application - uses contingency**

Warmup

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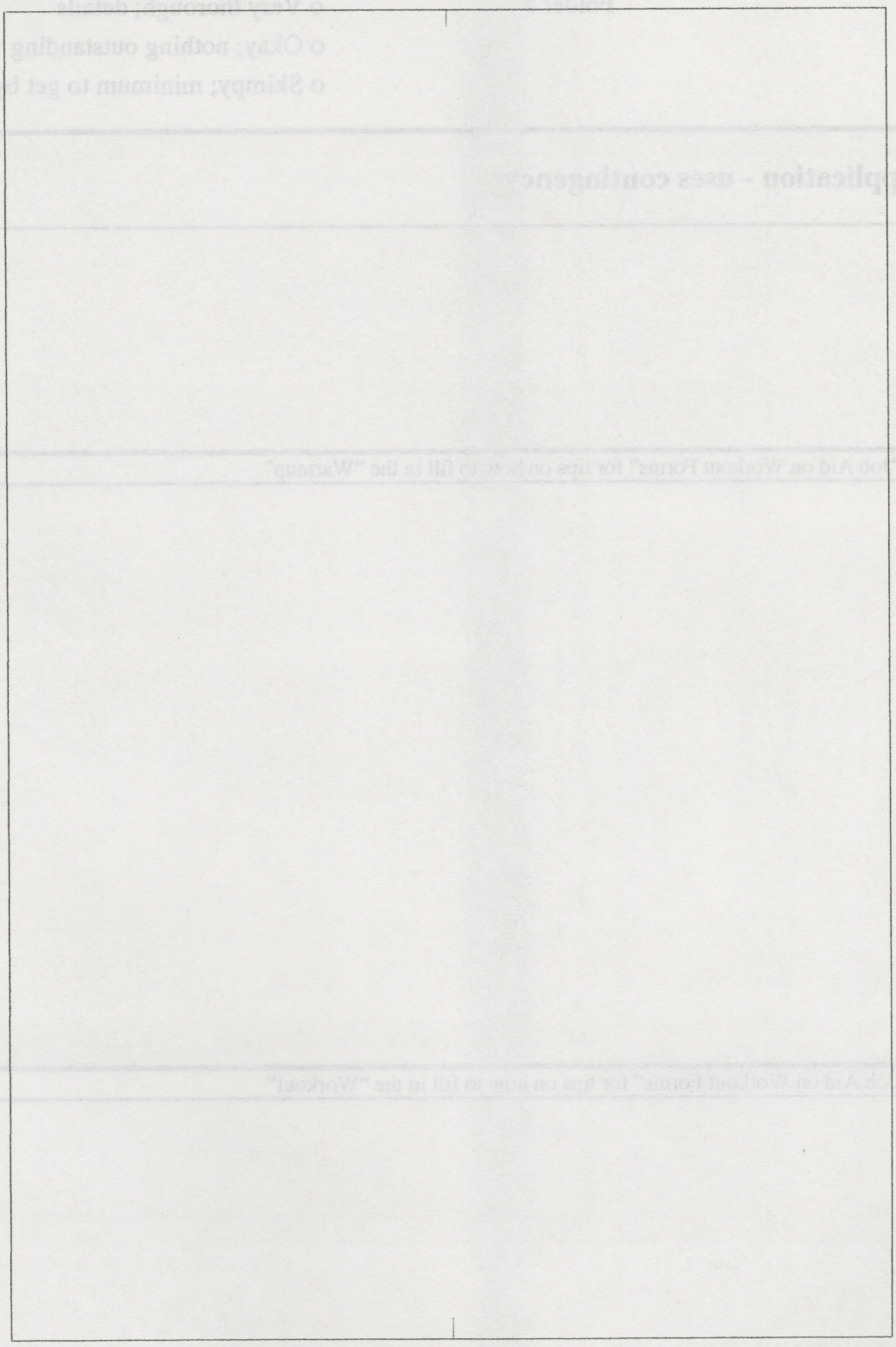
Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Bounce - course of frequency**

Warmup

See "Job Aid on Workout Forms" for tips on how to fill in the "Warmup"

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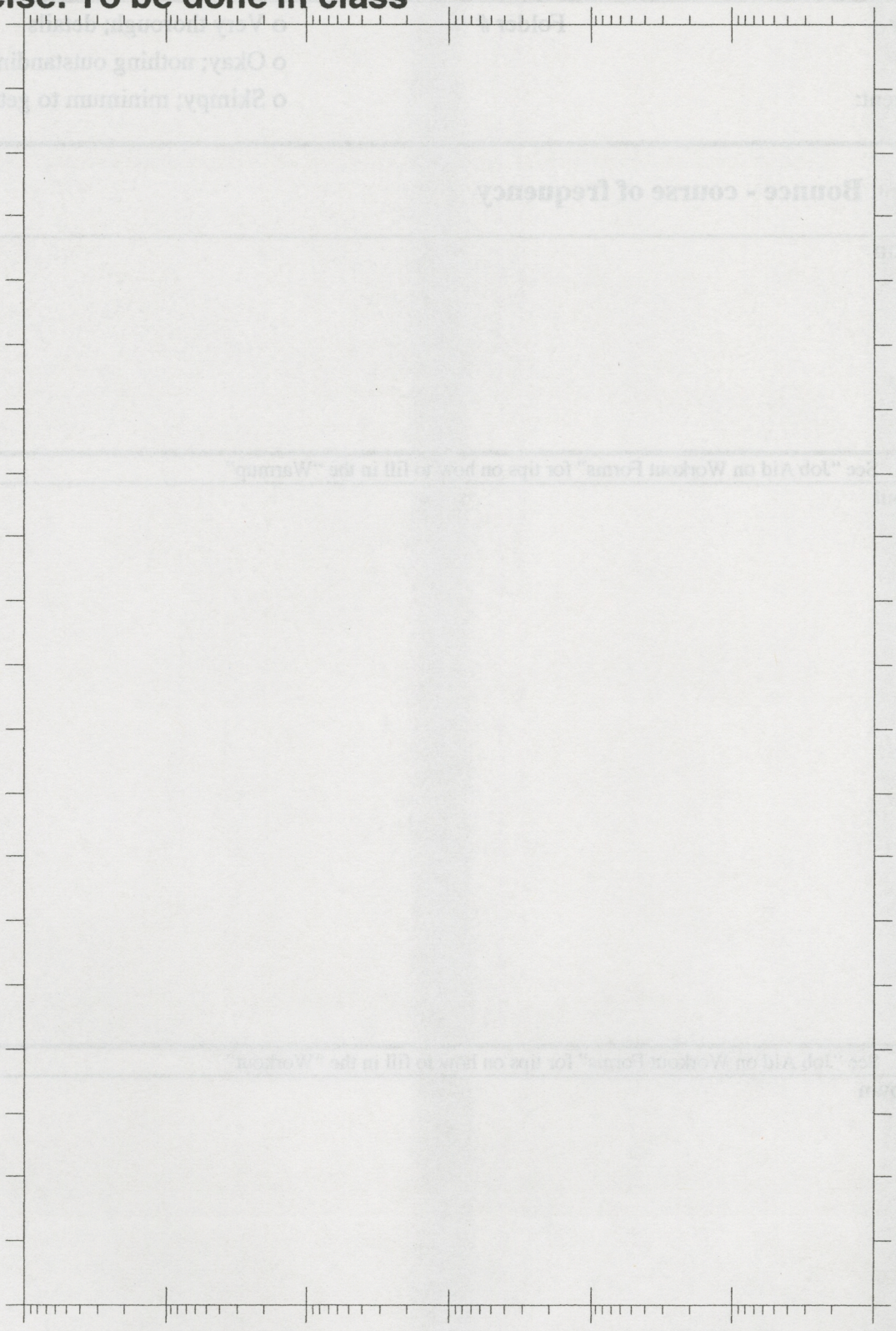
Cooldown

See "Job Aid on Workout Forms" for tips on how to fill in the "Cooldown"

Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details
		o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Jump - sudden frequency change**

Warmup

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Cooldown

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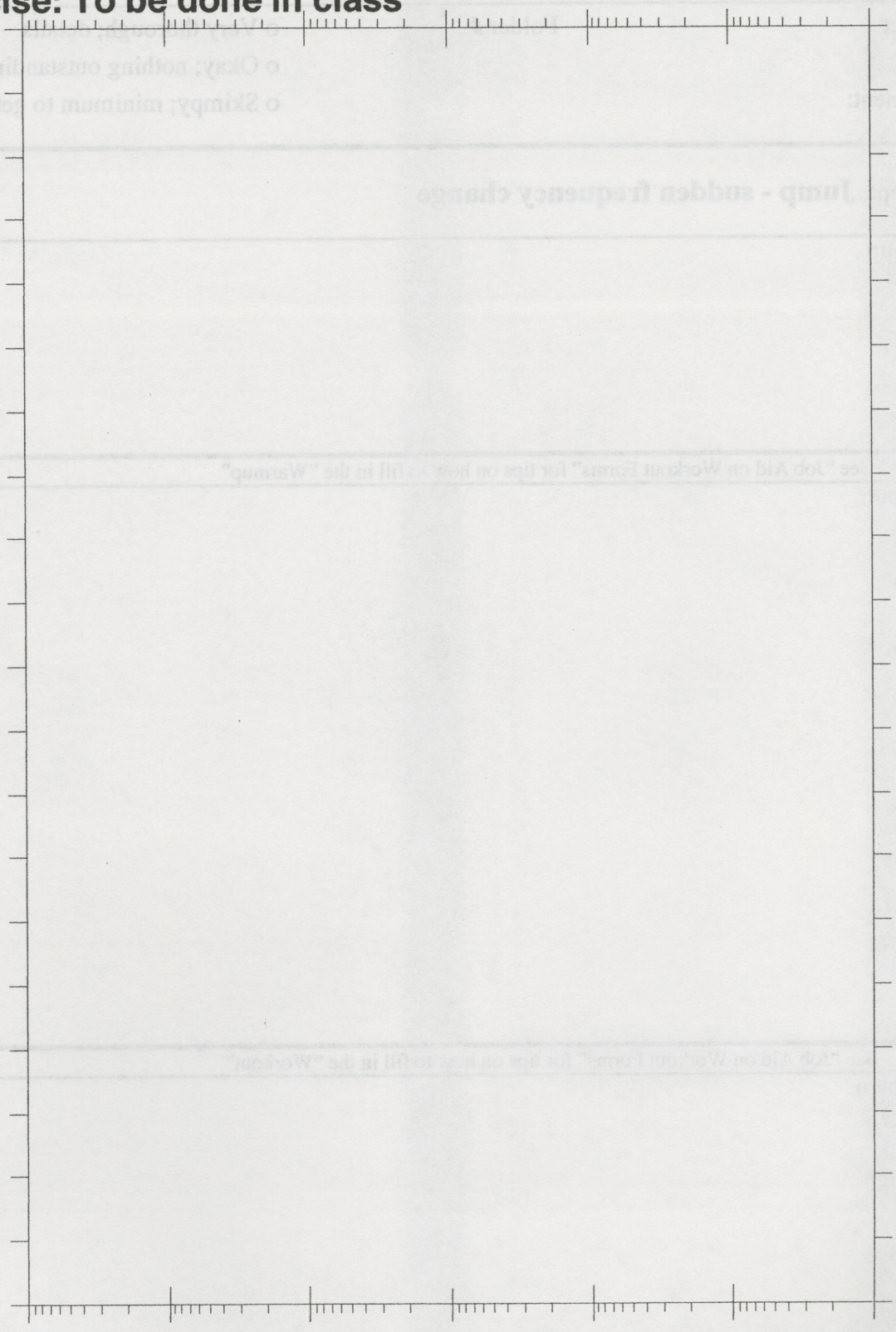
Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
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Concept: **Turn - celeration change**

Warmup

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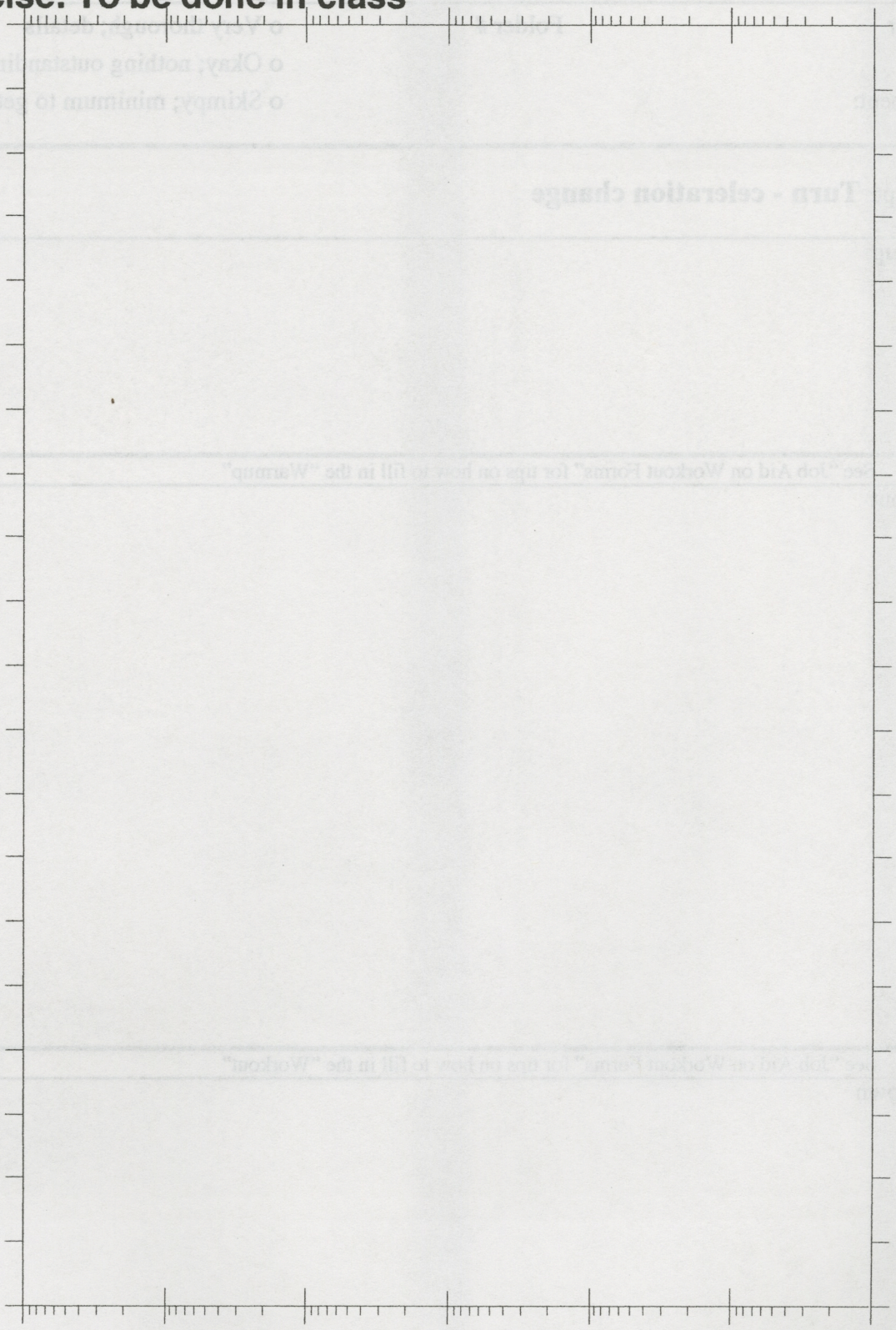
Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details
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Comment:		o Skimpy; minimum to get by

Concept: **Outlier - unusual frequency instance**

Warmup

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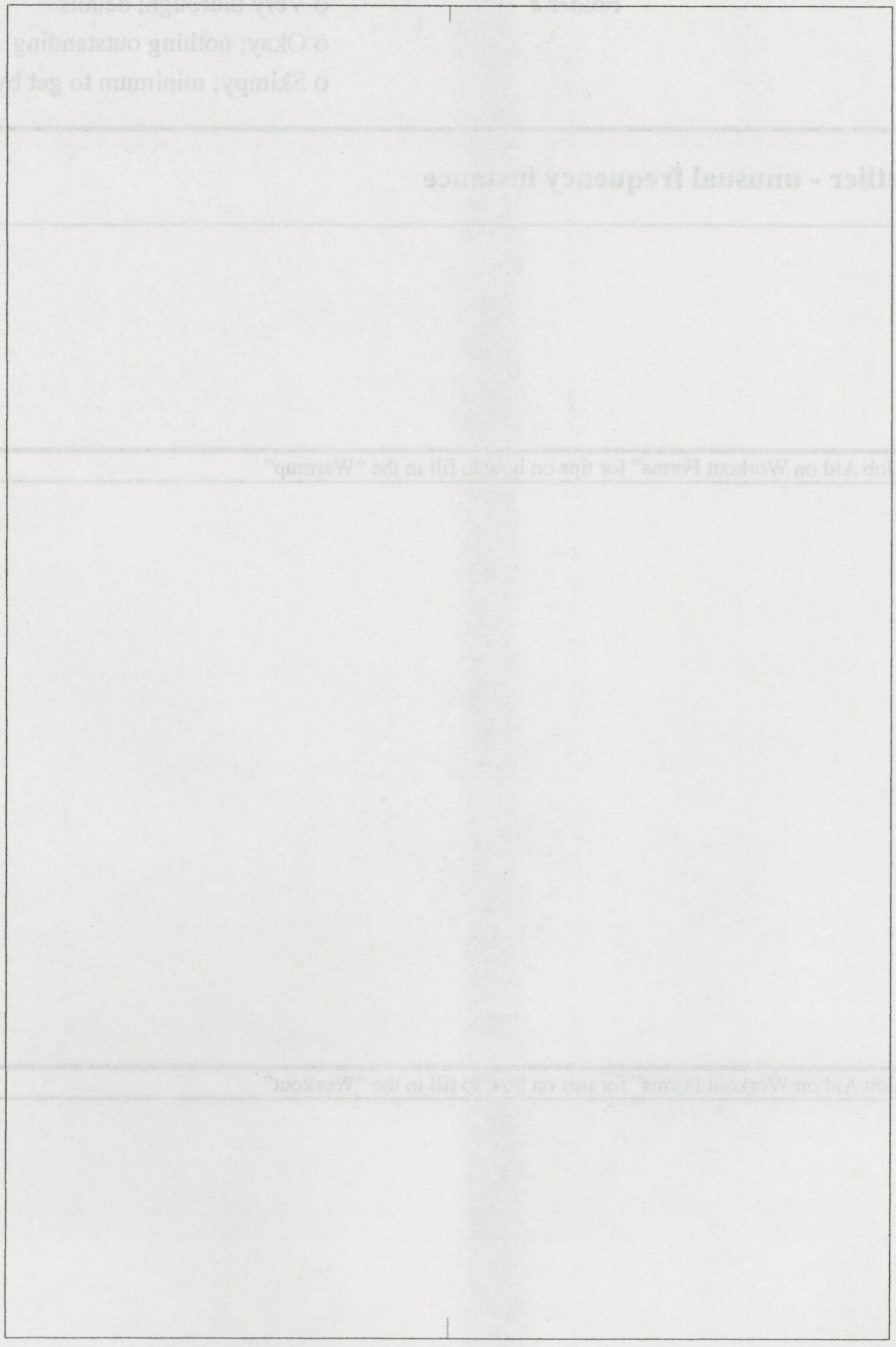
Exercise: To be done in class



Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Practice - repeat performance**

Warmup

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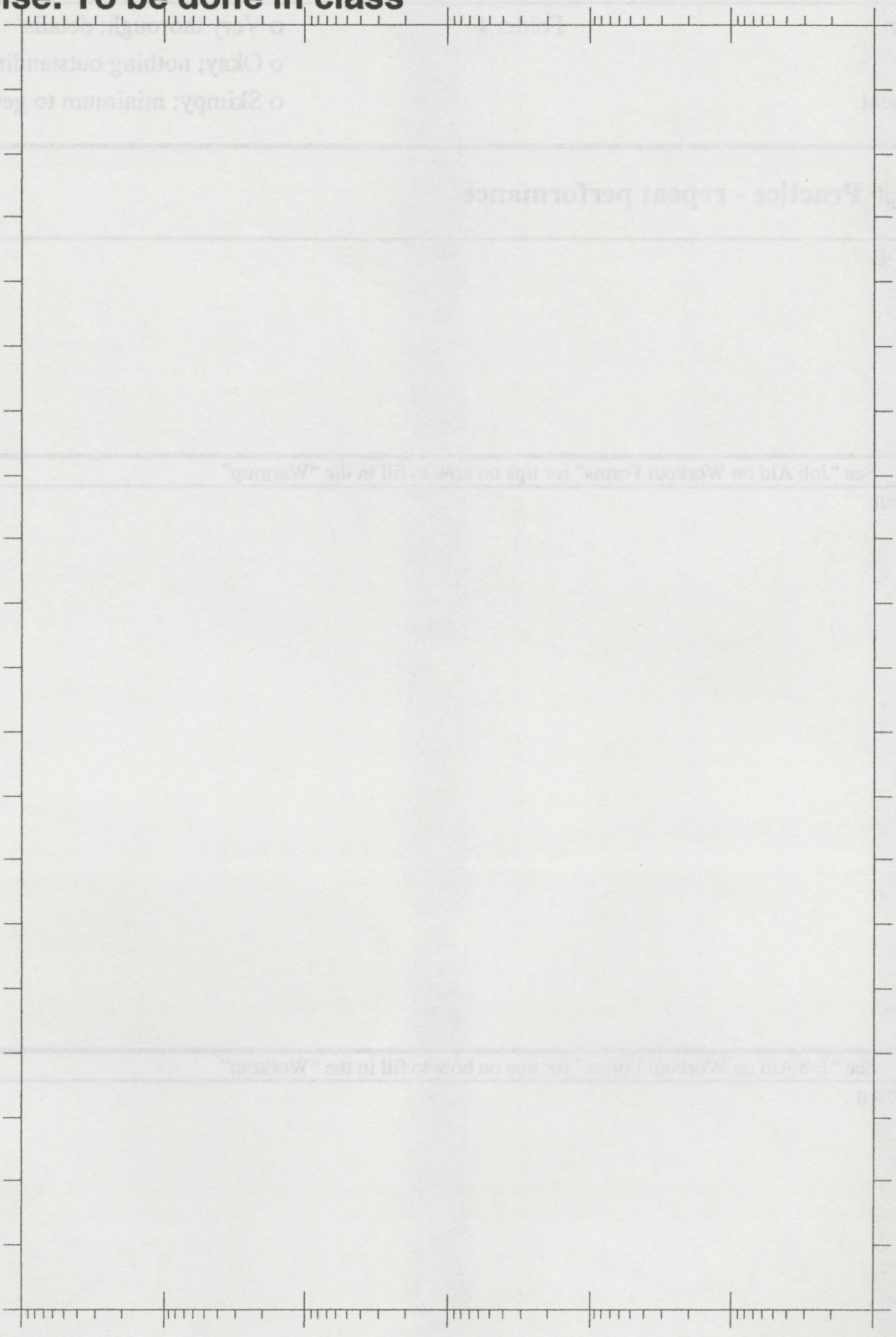

Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
Comment:		o Skimpy; minimum to get by

Concept: **Feedback - do don't how did didn't why**

Warmup

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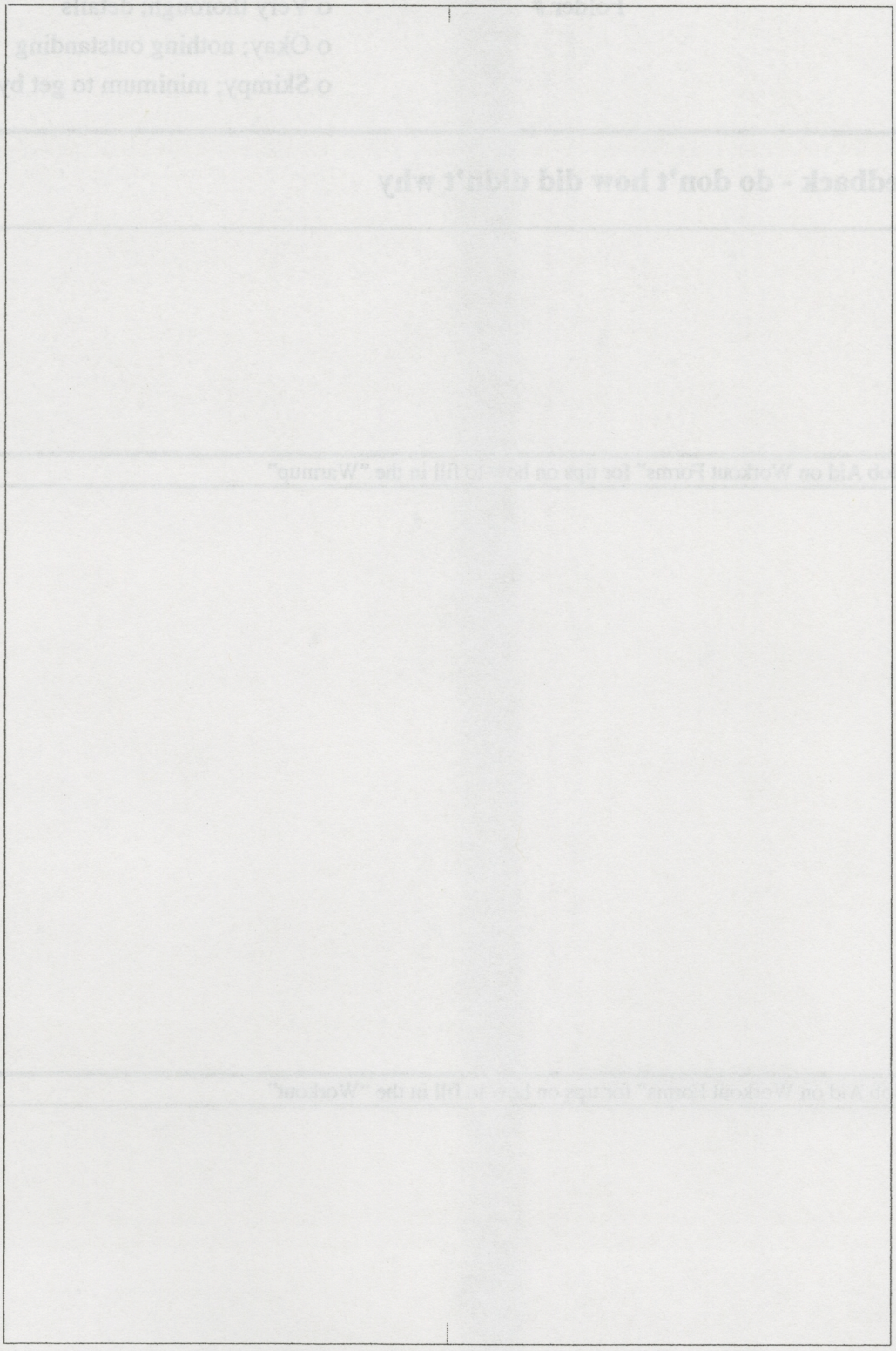

Name Folder # Date

Partner	Folder #	o Very thorough; details o Okay; nothing outstanding
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Concept: **Problem - find state solve**

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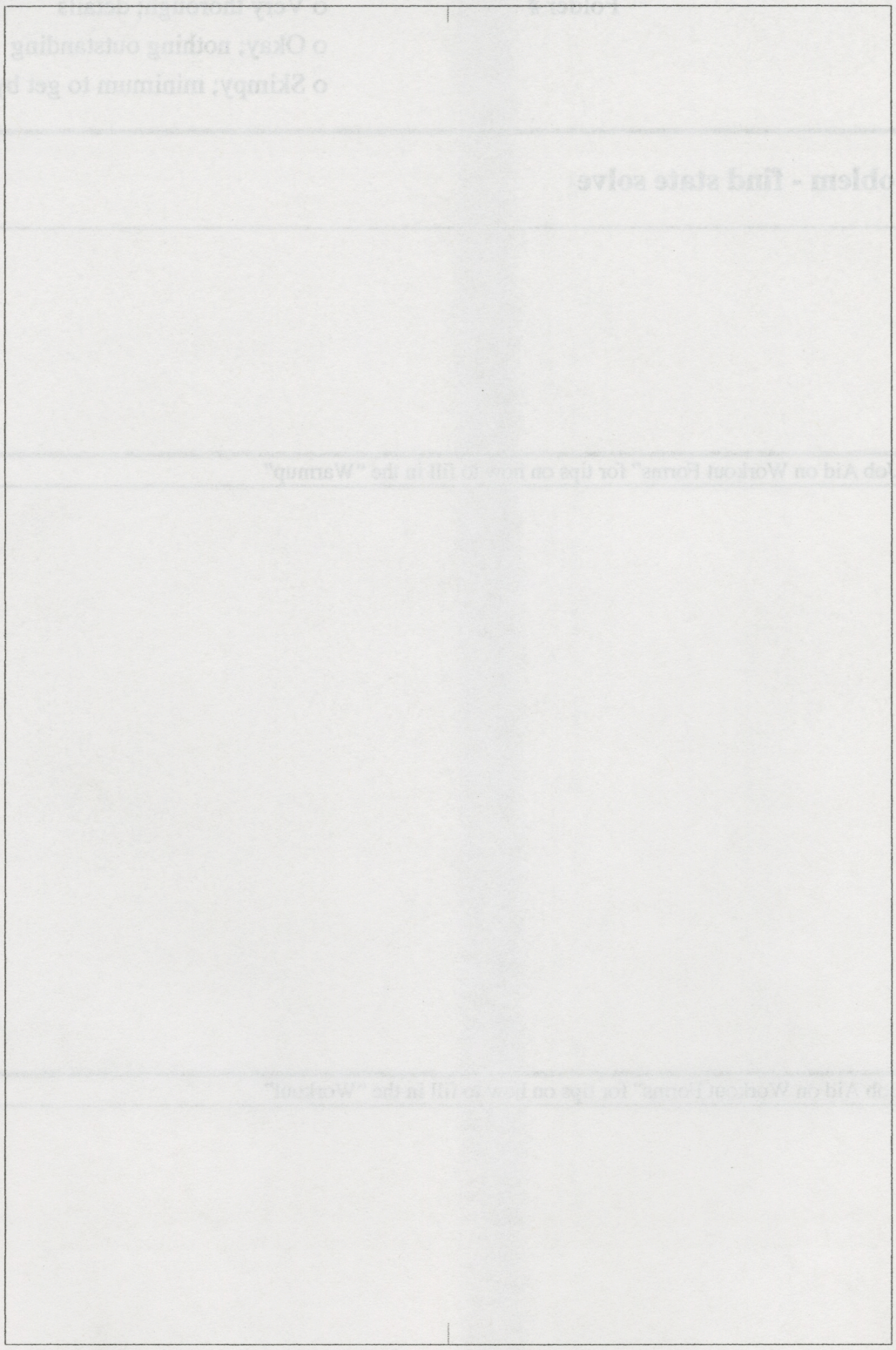

Monitoring Behavior Workbook

for Monitoring
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General Psychology 1560
Youngstown State University

Stephen Graf, Ph.D.
Professor, Psychology

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