EAB 4930: Advanced Seminar in Behavior Analysis
Functional Analysis Methodology
Course Syllabus, Section 2230, Fall 2018

General
Class: Mon 6-8 (12:50-3:50)                              Instructor: Brian Iwata
Room: PSY 130                                            TA: Elizabeth (Izzy) Schieber
Email: iwata@ufl.edu                                     eschieber@ufl.edu
Office Hours: T 10:30-11:30                              Th 2:00-3:00
Office: Psych. Bldg. Rm. #329                           Psych. Bldg. Rm. 392
UGTA: Taylor Bakalar                                    tbakalar@ufl.edu

Course Information
The syllabus, schedule, readings, and supplementary information will be posted on the E-learning website, which you can access by logging in with your username and password (the same as your UF account) at: https://elearning.ufl.edu/. Please check this website frequently; course schedule changes will be posted here. Rather than using the website for sending email, please use the email addresses above.

Overview
This course focuses on the assessment and treatment of problem behavior and, more specifically, on approaches known as “functional behavior assessment” or FBA. The FBA model emphasizes identification of the determinants of problem behavior as the basis for developing intervention (treatment) programs. In this seminar, we will examine three general methodologies subsumed under FBA: (a) functional (experimental) analysis, (b) descriptive (naturalistic) analysis, and (c) the indirect (anecdotal) method. After becoming acquainted with the defining characteristics, variations, strengths, and weaknesses of each approach, we will examine research in which functional analyses were either evaluated or used for diagnostic or prescriptive purposes.

Objectives
As a result of completing this seminar, students will be able to:
1. Describe the common learned functions of problem behavior.
2. Describe the assumptions, purpose, and clinical utility of a functional analysis approach to the study of problem behavior.
3. Describe the distinctive features, strengths, and limitations of experimental, descriptive, and indirect approaches to behavioral assessment.
4. Describe the logic of test-control methodology in identifying determinants of problem behavior.
5. Describe the most common limiting conditions of experimental approaches to assessment and procedural variations that have been developed to address them.
6. Describe fundamental, reinforcement-based approaches to behavior reduction and why their application requires knowledge of behavioral function.
7. Propose specific treatment strategies for common functions of problem behavior involving (a) elimination of establishing operations, (b) extinction, and (c) response replacement.
8. Discuss ethical issues surrounding the use of experimental approaches to assessment.

Readings
The literature on FBA has grown to about 2000 articles and chapters over the past 30 years, so we can consider only a small sample of what has been published. To keep the reading load manageable, I typically will assign three readings for each class period (see schedule). These will be drawn primarily from the Journal of Applied Behavior Analysis (JABA) and will be available on the course website (see “articles” and “study questions” files.
**Class Format**
A lecture/discussion format will be used. Each class will be devoted to a specific topic related to assessment or treatment. I will deliver a lecture that provides background information, identifies key issues and concepts, and summarizes relevant research. Following the lecture, we will spend time discussing each of the assigned articles and will follow a particular format: (a) Background/purpose, (b) methods, (c) results, (d) contributions and limitations, and (e) implications. I will lead discussion of articles for initial classes; thereafter, each student will be assigned responsibility for one of the articles.

**Evaluation**

**Quizzes:** A quiz will be given at the end of each class on the readings assigned for that day. The quiz will consist of two questions, each worth 5 points and graded as 5 (correct), 3 (partially correct), 1 (incorrect), or 0 (quiz not taken).

**Critique:** You will submit a written critique for one of the primary readings (to be assigned). See details under “critique” in the syllabus file. Critiques should be emailed to Izzy Schieber by midnight before the class when the article is assigned to be discussed.

**Presentation:** You will provide an in-class presentation for one of the primary readings (to be assigned). See details under “presentation” in the syllabus file. Presentations should be emailed to me by midnight before your presentation.

**Class participation:** Students who volunteer answers to questions, pose questions, or make interesting observations will be noted, and these informal but observable aspects of performance will contribute to a final grade determination if a student is “close” to a grade cutoff point.

**Grading**

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**Additional Information**

Special Accommodation: Every effort will be made to show consideration to all students and to create a classroom environment in which students feel that their contributions are valued. Students requesting special accommodation must first register with the Dean of Students Office, which will provide documentation that the student must give to me when requesting accommodation. All properly requested accommodations will be granted discreetly. If other special circumstances should arise during the term, please contact me directly and as soon as possible.

Sexual harassment. UF fosters a campus free of sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an UF student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at (https://titleix.ufl.edu/report-an-issue/), emailing ([titleix@ad.ufl.edu](mailto:titleix@ad.ufl.edu)) or calling (352) 273-1094.