**General**

Class: Mon 7-8 (1:55-3:50)  
Instructor: Brian Iwata  
Room: PSY #129  
Email: iwata@ufl.edu  
Office Hours: Mon 12:30-1:30  
Office: PSY #329  
Office: PSY #349  
GTA: Crystal Slanzi  
Email: cslanzi@ufl.edu  
TG: Crystal Slanzi  
Email: cslanzi@ufl.edu  
UGTA: Garret Hack  
Email: gohack@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/](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 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 FBA literature has grown to over 2000 articles and chapters over the past 30 years, so we can consider only a small sample of what has been published. 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 topic related to assessment or treatment. My lecture will provide background information, identify 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).  
**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 (powerpoint format) should be emailed to Crystal 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**  

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>% of points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or higher</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

**Additional Information**  

Special accommodations: 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 as soon as possible.

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Sexual harassment: UF fosters a campus free of sexual harassment, which is a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy, which can be found at: https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any
questions. University employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.