

**EAB 3764: Applied Behavior Analysis
Course Syllabus, Section 0183
University of Florida, Spring 2019**

Class Periods: Tuesday: 2-3 (8:30-10:25am) Thursday: 2 (8:30-9:20am) Room: MAEA 0303	Instructor: Daniel Conine Email: dconine@ufl.edu Office Hours: PSY 349, Tuesday, 10:30-11:30am Thursday, 9:30-10:30am (or by appointment)	Teaching Assistants: Lindsay Kalick (lkalick@ufl.edu) and Rebecca Van Valkenburgh (rvanvalkenburgh@ufl.edu)
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Course Overview and Objectives

This is an introductory course in applied behavior analysis (ABA). ABA is a field focusing on the application of basic learning principles to socially relevant human behavior. We will cover basic learning principles, common behavioral procedures, the research methods and techniques of ABA, as well as the application of ABA across a wide range of populations, settings, and behaviors. The primary objective of the course is to introduce students to ABA through assigned readings, and through lectures that will review and expand upon material covered in assigned readings.

Required Text and Materials

Reading assignments will come from two sources:

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6th ed.) Belmont, CA: Wadsworth.
 - NOTE: Using the 5th edition of this textbook or e-book formats is also acceptable.
2. Scholarly article readings (mostly from the *Journal of Applied Behavior Analysis*) that will be posted on the course website in PDF format.

Course Website

Course-related information will be posted on the E-learning website, which you can access by logging in with your UF username and password at: <https://elearning.ufl.edu/>. All students must become familiar with this software and **check the course web site on a regular basis** because important class updates and announcements will be posted online. You will be responsible for all class announcements made through Canvas.

To contact the instructor or teaching assistants, please use the email addresses listed at the top of this syllabus rather than sending messages through the course website.

Format and Schedule

A behavioral approach to teaching and learning will be used in this course. Specifically, you will be provided with learning objectives, tested and quizzed frequently, and provided with frequent feedback on your performance. The schedule of quizzes and tests is likely more frequent than most of your other courses. This is by design, as it gives you the opportunity to demonstrate and check your understanding of the course material often, as well as to divide the course content into manageable (2-week) units. The course is designed so that it is possible for every student to earn an "A."

All reading assignments should be completed *prior to* the course period in which they are due. During class periods, a lecture and discussion format will be used. All students are expected to read assigned material carefully and on time; lectures will build on the foundations established in the reading. Students should come to class prepared to answer questions about the readings and to offer their own questions and observations in class discussion. Students are responsible for the material in all reading assignments even if it is not directly discussed in lecture. The course schedule, learning objectives, and point values for quizzes and tests are specified clearly so that students can plan their study schedules. A detailed schedule of course assignments, topics, and exam dates is provided at the end of this syllabus.

Assignments

Grades in this course will be solely determined by performance on the following assignments.

Quizzes: A quiz will be given during each class (except for test days) based on the reading material assigned for that day as well as material covered in lecture. Tuesday quizzes consist of two questions; Thursday quizzes consist of one question. Each *question* is worth 5 points and is graded as 5 (correct), 3 (partially correct), 1 (incorrect), or 0 (quiz not taken). Quiz performance is extremely important! It counts for over a quarter of the final grade.

Tests: Tests will occur at the end of every two-week course unit. See the class schedule (end of syllabus) for test dates. Questions will consist of short-answer, true/false, and matching items (no multiple choice), and will be drawn from material covered in the text, readings, and lectures. Each test is worth 50 points.

Class Attendance and Make-up Policy

Class attendance is expected. Missed quizzes or tests **cannot be made up**. However, there are two opportunities for students to recover points due to missed quizzes and tests or poor scores.

1. A 15-pt "allowance" is built into the formula for determining final grades (see below), in order to cover up to three absences *for any reason* (e.g., transportation issues, overslept, illness). However, if you experience an emergency that will require prolonged absence from class, *please contact the instructor immediately*.
2. There will be two versions of the last test (Test #7). Form "A" will be a regular test worth 50 pts and will cover material since the previous test. Form "B" will be an optional cumulative final exam worth 100 pts and will cover all material in the course. If you elect to take the cumulative final and score higher than your lowest previous exam grade, I will drop your lowest exam grade, replacing it with points earned on the cumulative final.

Grading

<u>Tests and Quizzes</u>	<u>Points</u>
Tests: 7 x 50 points	350
Tuesday Quizzes: 13 x 10 points	130
Thursday Quizzes: 7 x 5 points	35
<i><u>Total Possible Points:</u></i>	515
Allowance (free points)	-15
<i>Total used for grade calculation</i>	500

<u>Final Grade</u>	<u>Percentage</u>	<u>Points</u>
A	93-100%	463 or higher
A-	90-92%	458-462
B+	87-89%	433-457
B	83-86%	413-432
B-	80-82%	398-412
C+	77-79%	383-397
C	73-76%	363-382
C-	70-72%	348-381
D	60-69%	298-347
E	<60%	< 298

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 should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students needing accommodations should follow this procedure as early as possible in the semester. All properly requested accommodations will be granted discreetly. If other special circumstances arise during the term, 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) or calling (352) 273-1094.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

University Policy on Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Course Articles and Additional Readings (available on the course Canvas site):

- Association of Professional Behavior Analysts (2015). 2014 professional employment survey: A preliminary report. Retrieved from: <http://www.csun.edu/~bcba/2014-APBA-Employment-Survey-Prelim-Rept.pdf>
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.
- Behavior Analyst Certification Board. (2018). US employment demand for behavior analysts: 2010-2017. Littleton, CO: Author.
- Cammilleri, A. P., Tiger, J. H., & Hanley, G. P. (2008). Developing stimulus control of young children's requests to teachers: Classwide applications of multiple schedules. *Journal of Applied Behavior Analysis, 41*, 299-303.
- Dallery, J., Meredith, S., & Glenn, I. M. (2008). A deposit contract method to deliver abstinence reinforcement for cigarette smoking. *Journal of Applied Behavior Analysis, 41*, 609-615.
- Durand, V. M., & Carr, E. G. (1991). Functional communication training to reduce challenging behavior: Maintenance and application in a new setting. *Journal of Applied Behavior Analysis, 24*, 251-264.
- Hagopian L. P, Long, E. S., & Rush, K. S. (2004). Preference assessment procedures for individuals with developmental disabilities. *Behavior Modification, 28*, 668-677.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209. Reprinted from *Analysis and Intervention in Developmental Disabilities, 2*, 3-20, 1982.
- Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the Self-Injurious Behavior Inhibiting System (SIBIS). *Journal of Applied Behavior Analysis, 23*, 53-78.
- Lovaas (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology, 55*, 3-9.
- Normand, M. P. (2008). Increasing physical activity through self-monitoring, goal setting, and feedback. *Behavioral Interventions, 23*, 227-236.
- Phillips, E. L., Phillips, E. A., Fixsen, D. L., & Wolf, M. M. (1971). Achievement place: Modification of the behaviors of pre-delinquent boys within a token economy. *Journal of Applied Behavior Analysis, 4*, 45-59.
- Roscoe, E. M., Iwata, B. A., & Kahng, S. (1999). Relative versus absolute reinforcement effects: Implications for preference assessments. *Journal of Applied Behavior Analysis, 32*, 479-493.
- Sautter, R. A., & LeBlanc, L. A. (2006). Empirical applications of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior, 22*, 35-46.
- Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R.G., & Mazaleski, J.L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: Noncontingent reinforcement and differential reinforcement of other behavior. *Journal of Applied Behavior Analysis, 26*, 9-21.
- Whitehead, W. E., Lurie, E., & Blackwell, B. (1976). Classical conditioning of decreases in human systolic blood pressure. *Journal of Applied Behavior Analysis, 9*, 153-157.
- Wolf, M. M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*(2), 203-214.

Course Schedule

Day	Date	Topic	Readings	Other Info
Unit 1: Introduction to ABA				
T	1/8	Course Overview	Syllabus	
Th	1/10	Introduction to ABA	Chapter 1 <i>Baer, Wolf, & Risley (1968)</i>	
T	1/15	Behavioral Observation and Graphing	Chapter 2 (all) & Chapter 3 (p. 43-51)	
Th	1/17	Test 1		
Unit 2: Fundamental Principles of ABA				
T	1/22	Experimental Design and Reinforcement	Chapter 3 (p. 51-64) & Chapter 4 (all)	
Th	1/24	Extinction	Chapter 5	
T	1/29	Punishment	Chapters 6 & 17	
Th	1/31	Test 2		
Unit 3: Antecedent Control and Increasing Behavior				
T	2/5	Stimulus Control and Generalization	Chapter 7 (all) & Chapter 19 (p. 393-407) <i>Camillieri et al. (2008)</i>	
Th	2/7	Respondent Conditioning	Chapter 8, <i>Whitehead et al. (1976)</i>	
T	2/12	Shaping and Chaining	Chapters 9 & 11	
Th	2/14	Test 3		
Unit 4: Assessment				
T	2/19	Preference and Reinforcer Assessment	<i>Hagopian et al. (2004), Roscoe et al (1999)</i>	
Th	2/21	Social Validity	<i>Wolf (1978)</i>	
T	2/26	Functional Assessment	Chapter 13, <i>Iwata et al., (1982/1994)</i>	
Th	2/28	Test 4		
No Class 3/5 and 3/7 – Spring Break				
Unit 5: Decreasing Behavior				
T	3/12	Differential Reinforcement	Chapter 15, <i>Durand & Carr (1991)</i>	
Th	3/14	Antecedent Control	Chapter 16, <i>Vollmer et al. (1993)</i>	
T	3/19	Ethics and Punishment	Chapter 18, <i>Linscheid et al (1990)</i>	
Th	3/21	Test 5		
Unit 6: Complex Applications of Behavior Analysis				
T	3/26	Self-Management, Behavioral Health and Technology	Chapter 20, <i>Normand (2008)</i>	Guest Speaker: Nick G.
Th	3/28	Behavioral Contracts and Substance Abuse	Chapter 23, <i>Dallery et al. (2008)</i>	Guest Speaker: Tia B.
T	4/2	Token Economies and Group Contingencies	Chapter 22, <i>Phillips et al. (1971)</i>	Guest Speaker: Nathalie F.
Th	4/4	Test 6		
Unit 7: Autism Treatment and Verbal Behavior				
T	4/9	Verbal Behavior	<i>Sautter & LeBlanc (2006)</i>	
Th	4/11	Early Intervention and Autism	<i>Lovaas (1987)</i>	
T	4/16	Careers in ABA, Grade review	<i>ABPA (2015), BACB (2018)</i>	
Th	4/18	In-class review session – Cumulative Final		
T	4/23	Test 7		

Note: Schedule deviations may occur and if so, these will be announced in class and posted on the course website.