

EAB 4714C: Laboratory in Applied Behavior Analysis Syllabus, Spring, 2019

General

Meetings: Mondays, 5:10 pm ~ 7:05 pm (plus weekly shifts)

Room: PSY 151

Instructor: Timothy R. Vollmer, Ph.D., (vollmera@ufl.edu) Office: PSY 331

Graduate Assistants: Emma Grauerholz-Fisher (eg.fisher@ufl.edu) and Faris Kronfli (kronfli.faris@ufl.edu)

Dr. Vollmer's office hours: Monday 2:00 PM - 4:00 PM (PSY 331)

Emma's office hours: Thursday 12:00 PM – 2:00 PM at Florida Autism Center

Faris's office hours: Monday 10:00 AM - 12:00 PM (PSY 375)

Description

This is a course on research methods and applications in behavior analysis. It is designed around a working laboratory so that advanced undergraduate students (you) can experience conditions similar to those encountered in graduate school. Thus, course content changes somewhat from semester-to-semester based on current research in progress. This course requires a great deal of effort, intellectual obligation, and time. However, the historical success rate of students in the laboratory course for advancement to graduate school, professional school, or field job placement is well over 95%, so the effort is presumed to pay off. General topics to be covered include but are not limited to: observation of human behavior in applied settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment, functional analysis of behavior disorders, and intervention strategies. Although most of the assigned readings and lab work focus on specialized topics, the skills taught are general in nature and provide you with a strong empirical background for graduate study in a number of different areas (e.g., psychology, public health, rehabilitation, special education).

Text

All course-related information including reading assignments will be posted on the Canvas website. You can access the site by logging in at: <https://lss.at.ufl.edu/> with your username and password (the same as your UF account). Please check the site frequently because assignment changes will be posted there.

Lab Meetings

The weekly lab meeting is held on Mondays from 5:10 until about 7:05 pm. Most weeks, the meeting will include a) a training session wherein you will learn a specific skill, b) a reading quiz, c) a featured research presentation to give you more detailed information on lab activities and d) a lecture quiz. See schedule below for topics.

Lab Activities

- a) In addition to lab meeting, you will spend two clinic hours per week at the Florida Autism Center (our primary research and clinical training site) or another designated site if a special project is in progress, and you will spend about two hours updating your clinic logs, summarizing data, and conducting literature reviews. The lab schedule will be finalized in class, and your lab hours should conform to scheduled times. Permission must be obtained to make up missed hours in a timely fashion. The lab will be open for approximately 16 weeks this term, and you will be expected to be on site for your two-hour shift per week. If you miss

a shift, you must let your primary graduate student know in advance and you must schedule a make-up shift. There is no final exam, but submission of your lab log will constitute your final project. Schedule deviations that may occur during the term will be communicated to you either in class or at the lab site. You will be graded on attendance/punctuality; data reliability; and initiative.

- b) Weekly reading assignments will be provided to you the week prior to the due date. We do not know the exact order yet, due to fluctuating needs of the lab, but you will be provided with a complete list of readings you have accomplished by the end of the semester and a “moving” list each week. Each week, a two-question quiz will be given during each lab meeting on the article(s). During the course of the semester, you will be expected to write article critiques (see schedule for due dates). The critique should contain a summary of the article, a discussion of strengths, a discussion of potential limitations, and a brief discussion of potential future research directions. The critique can be on any article read up to that point. You will receive feedback on your critiques within one week of submission.
- c) Following weekly data presentations/lectures, you will receive a brief, two-question quiz over the presentation/lecture material.
- d) On one occasion during the semester, you will present data from an ongoing project for which you have assisted in some way (data observer, graphing, literature reviewer, etc.).

Writing Requirement

The course includes a significant writing component (it is a Gordon Rule class). We have included several writing aids. Grammar instructions are posted on the course website, and you are encouraged to review these materials *before and while* preparing article summaries. You will be given feedback on writing errors made on your critiques. Due to the size of the class, writing assignments will rotate between 4 groups. You will write two 4-page critiques of articles, and you will turn in a log of your research activities as your final project (about 8 pages). You should keep up with the log throughout the semester, as they will be checked in class every couple of weeks. Generally speaking, you should add about a half of a page per week to your log. It should cover what you did, why this activity was done, and perhaps some commentary on what you learned from it or what you might consider for future research based upon it.

Grading

- a) Lab and meeting attendance (40 points): Students are expected to meet all of their appointments during the term. **Any** missed hours may result in a grade reduction, so it is critical to make up all missed lab hours unless it is due to a holiday or school closing. Attendance at lab meetings is mandatory; absences require prior notification if possible or immediate notification if not. Tardiness will also affect your grade. You will be alerted to your grade at the half way point (out of 20 points).
- b) Reading quizzes: There will be 12 reading quizzes, each worth 2 points. You may drop up to two for the following reasons only: religious holiday or observance, illness, conflicting university scheduling, or family emergency (20 points).
- c) Reading critiques: There will be 2 written critiques each worth 20 points. For each day late on any writing assignment, two points are lost (1 hour to 24 hours late equals one day). Please submit critiques on Canvas (40 points).
- d) Lecture quizzes: There will be 12 lecture quizzes, each worth 2 points. You may drop up to two for the following reasons only: religious holiday or observance, illness, conflicting university scheduling, or family emergency (20 points).

- e) Lab logs: You will keep track of your lab activities, including why certain sessions or activities were conducted, ideas for future research, problems that arose, etc. These will be checked briefly ten times to ensure progress is maintained. 1 point at each checkpoint = 10; 30 additional points at end of semester). When we do brief checks, it is just to see if you are keeping up. You should visit office hours to have one of us evaluate the quality of the entries.
- e) Other lab performance: Graduate students whose lab schedules coincide with yours will evaluate your performance in the lab based on reliability of observations (20 points), and initiative (20 points). You will be alerted to your performance grades at the half-way point (out of 10 points for each). Exceptional grades will depend on assisting during “down time,” asking questions when you need clarification, and generally engaging in appropriate professional behavior.

186-200 = A
 180-185.9 = A-
 174-179.9 = B+
 166-173.9 = B
 160-160.9 = B-
 154-159.9 = C+
 146-153.9 = C
 140-145.9 = C-
 134-139.9 = D+
 126-133.9 = D
 120-125.9 = D-
 119.9 and below = Fail

Student Considerations

Students needing special consideration should contact the Dean of Students office/Disabilities Resource Center for appropriate documentation. Should any unforeseen problems arise during the term, please contact Dr. Vollmer or one of the teaching assistants.

Class Schedule: Spring 2019

Date	Topic	Assignment
1-7	Introduction, scheduling, background check	1. Review of course syllabus and schedule (Dr. Vollmer) 2. Introductions 3. Description of lab site duties (Emma and Faris) 4. Background check
1-14	HIPAA training and critique practice	1. Critique practice 2. HIPAA training
1-21	No class. MLK holiday	
1-28	Data collection (Emma and Faris) Behavioral Pediatric Feeding Interventions (Dr. Ibañez)	1. Reading 2. Reading quiz 1 3. Behavioral feeding presentation (Dr. Ibañez) 4. Lecture Quiz 1

2-4	Graphing (Emma and Faris) Operant Functions of Behavior (Dr. Vollmer)	<ol style="list-style-type: none"> 1. Reading 2. GROUP A writing assignments are due 3. Reading quiz 2 4. Functional analysis presentation (Dr. Vollmer) 5. Lecture quiz 2
2-11	Interobserver agreement (Dr. Vollmer, Emma, Faris) Brief Functional Analysis (Crystal Slanzi)	<ol style="list-style-type: none"> 1. Reading 2. GROUP B writing assignments are due 3. Reading quiz 3 4. Brief functional analysis presentation (Crystal Slanzi) 5. Lecture quiz 3
2-18	Preference assessments (Dr. Vollmer, Emma, Faris) Toilet Training in ASD (Brandon Perez)	<ol style="list-style-type: none"> 1. Reading 2. GROUP C writing assignments are due 3. Reading quiz 4 4. Potty training in ASD (Brandon Perez) 5. Lecture Quiz 4
2-25	Student data presentations Sociability testing (Sam Morris)	<ol style="list-style-type: none"> 1. Reading 2. GROUP D writing assignments are due 3. Reading quiz 5 4. Sociability testing (Sam Morris) 5. Lecture Quiz 5
3-07	No class. Spring Break.	
3-11	Student presentations Task analysis baselines (Emma Grauerholz-Fisher)	<ol style="list-style-type: none"> 1. Reading 2. Reading quiz 6 3. Task analysis (Emma Grauerholz-Fisher) 4. Lecture Quiz 6
3-18	Student presentations Social Skills in Adolescents with ASD (Faris Kronfli)	<ol style="list-style-type: none"> 1. Reading 2. Reading quiz 7 3. Social skills presentation (Faris Kronfli) 4. Lecture Quiz 7
3-25	Student presentations Verbal behavior (Danny Conine)	<ol style="list-style-type: none"> 1. Reading 2. GROUP A writing assignment 2 is due 3. Reading quiz 8 4. Verbal behavior presentation (Danny Conine) 5. Lecture Quiz 8
4-1	Student Presentations Functional communication training (Eliana Pizarro)	<ol style="list-style-type: none"> 1. Reading 2. GROUP B writing assignment 2 is due 3. Reading quiz 9 4. FCT (Eliana Pizarro) 5. Lecture quiz 9
4-8	Student Presentations The process of peer review in ABA (Dr. Peters)	<ol style="list-style-type: none"> 1. Reading 2. GROUP C writing assignment 2 is due 3. Reading quiz 10 4. Peer review (Dr. Kerri Peters) 5. Lecture Quiz 10
4-15	Student presentations TBA	<ol style="list-style-type: none"> 1. Reading 2. GROUP D writing assignment 2 is due 3. Reading quiz 11 4. Lecture Quiz 11
4-22	Semester Summary	<ol style="list-style-type: none"> 1. Reading Quiz 12 2. Semester Summary

	TBA	3. Lecture quiz 12
5-2	Final writing assignment	1. Final lab log is due by 10:00 AM on May 2. You may turn this in as early as April 25 if you wish.