

**EAB 3764 APPLIED BEHAVIOR ANALYSIS
UNIVERSITY OF FLORIDA, SPRING 2025
CLASS NUMBER: 11350
SECTION NUMBER: 0183
LOCATION: PSY 130
MON., WED., FRI. 9:35AM–10:25AM**

Instructor:
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Office: Room 392, Psychology
Office Hours: Monday and Wednesday 10:30am-11:30am
and by appointment via Zoom
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Course Description

Applied Behavior Analysis (ABA) is the practical arm of Behavior Analysis, a natural science of behavior that rests on the philosophy of science known as Radical Behaviorism. ABA adopts concepts and principles from this science towards achieving meaningful change in socially significant behavior. The main objective of this course is to introduce students to ABA through assigned readings, lectures, and discussions that describe the application of ABA to a wide range of problem spaces. Lectures will review, supplement, and expand upon these readings, often through exposure to published experimental results.

Student Learning Outcomes

By the end of this course, students will:

- Have a fundamental grasp of the history of behaviorism and how it differs from other approaches to understanding human behavior.
- Demonstrate a fundamental understanding of the basic principles involved in promoting behavior change from a behavioral analytic perspective.
- Demonstrate a fundamental understanding of the methodology commonly used in behavior analysis to evaluate behavior change and how it differs from more conventional methods in psychology.
- Understand how behavior analytic principles and procedures can promote beneficial behavior change across a variety of socially meaningful contexts.

Course Goals

1. To teach you the science behind the study of behavior
2. To provide an introduction into the methods of behavior modification
3. To expose you to various application of behavior analysis

Social and Behavioral Sciences General Education Subject Area Objectives

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective

application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the concepts, principles, terminology, and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. This is accomplished through exams and other assignments.
Communication	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. This is accomplished through group discussion and student oral responses to questions embedded within each class session.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. This is accomplished through assessment items that require students to explain difficulties with published research outcomes and describe effective practical implementation of concepts, principles, and procedures of the discipline.

Course Material

Assigned text:

Miltenberger, R. G. (2023). *Behavior Modification: Principles and Procedures*. (7th ed.). Cengage Learning.

Additional required readings, available in Canvas:

Allen, K. D., & Evans, J. H. (2001) Exposure-based treatment to control excessive blood glucose monitoring. *Journal of Applied Behavior Analysis, 34*(497-500).

Cuvo, A. J., Godard, A., Huckfeldt, R., & DeMattei, R. (2010). Training children with autism spectrum disorders to be compliant with an oral assessment. *Research in Autism Spectrum Disorders, 4*, (681–696).

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).

Ferguson, D. L., & Rosales-Ruiz, J. (2001) Loading the problem loader: the effects of target training and shaping on trailer-loading behavior of horses. *Journal of Applied Behavior Analysis, 34*(409-424).

Gresham, F. M., & Gresham, G. N. (1982). Interdependent, dependent, and independent group contingencies for controlling disruptive behavior. *The Journal of Special Education, 16*(101-110).

Hagopian, L.P., Crockett, J.L., & Keeney, K.M. (2001). Multi-component treatment for blood-injury-injection phobia in a young man with mental retardation. *Research in Developmental Disabilities, 21*(141-149).

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)

Scott, D., Scott, L. M., & Goldwater, B. (1997) A performance Improvement program for international-level track and field athlete. *Journal of Applied Behavior Analysis, 30*(573-575).

We will be covering most of the textbook, but not in order. The additional readings are research articles that exemplify the processes, principles, and procedures covered in each unit or, at the end of the semester, introduce new topics not directly addressed in the text. The course is divided into seven units; you will be expected to cover 3-5 readings (chapters or research articles) per unit.

This syllabus is subject to change. Periodically, I may come across a paper that I believe to be important to add or substitute for one of the currently listed readings. If this happens, I will alert you far in advance. You are responsible for finding out whether the syllabus has been modified. Changes will be announced in class and an updated syllabus will be posted on Canvas.

Course Format

The class will involve a lecture plus discussion/Q&A format. Lectures will cover critical points of the readings and supplemental information regarding each topic. I expect you to read the assignments carefully and on time. Students should come prepared to answer questions about the readings and offer their own questions/observations about the material to the group.

Quizzes and Exams

Quizzes: A quiz will be given **most class days** on the assigned readings beginning on **January 15th**. The quizzes are based on either a) the practice test questions at the end of each chapter, b) on a set of objectives that I send you in advance for readings not in the textbook or c) material covered in class that day. Quizzes will be 1 question (3 pts). Quiz formats will vary. Some will be multiple choice or true/false; others will require a written single word, phrase, or sentence. Written answers will be graded as 3 (correct), 2 (partially correct when applicable), 1 (incorrect), or 0 (quiz not taken). All quizzes will be available to take in Canvas, **but you must be in class to take the quiz**. The quiz will open 5 minutes before the class ends. I will end lecture at that time, and you will have 5 minutes to take the quiz.

Exams: There will be 7, non-cumulative, exams. See the class schedule below for exam dates. Questions will consist of short-answer, true/false, matching items, or multiple-choice questions, and will be drawn from material covered in the text, readings, and lectures. Each exam will be worth 30 points. You will receive a **study guide** in advance of each exam. The study guides reflect what I hope you will learn, at minimum, during the semester. If you consistently master the study guide objectives, you will do well on the exams. Exams will be administered via Canvas at the start of the scheduled class time (typically, Friday at 9:35am), **but you must come to class to take the exam, even though it will be taken on Canvas**. Once you launch the exam, you will have 50 minutes to complete it. If you prefer or require a paper-and-pencil exam, I can provide one for you.

Class Attendance and Make-up Policy

Class attendance is expected. Missed quizzes or tests can be made up only if: 1) you missed class because of a university-sanctioned event; or 2) you missed class because of an emergency, illness, or other unavoidable event. See the UF policy guidance on absences and make-up activities here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>. **In either case, documentation is required.**

Approved make-up quizzes/exams should be completed within one week of the original quiz/exam date. In the situation of multiple exams on the same date, see here for guidance: <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>

In addition, there are two opportunities for students to recover points lost due to missed quizzes/tests or poor scores:

1. A 9-pt "allowance" is built into the formula for determining final grades (see below), which covers absences for any reason. Thus, although there are a possible 381 points in the class, I will calculate your final percentage out of 272 points. Thus, for example, three quizzes without penalty.

2. 7 exams will be offered throughout the course. However, only 6 of those will be calculated into your final grade. If you choose to take all 7, your lowest exam grade will be dropped. Conversely, you can opt to skip one exam without penalty.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Experimental Participation Requirement

The Psychology Department requires that all students enrolled in a 3000-level psychology course either 1) serve as a participant in 10 hours of ongoing psychological research or 2) complete an effort-equivalent research assignment. The deadlines for this requirement can be found in the document titled “SONA Research Requirement Instructions” (on our Canvas home page). Please note: The deadline to participate in research studies is earlier than the deadline to assign credits to this course. Completion of this requirement affects your course grade based on the amount of research credits you earn. Do NOT wait until the last minute to complete this requirement. The longer you wait, the harder it will be to get all the credits needed! If you are unable to participate in SONA research due to age or simply do not wish to participate in research studies, you may “opt in” to an alternative assignment. More details on this alternative assignment can be found in the SONA instructional document on Canvas.

Grading

Exams & Quizzes	Points	Grade	Percentage
Exams 6 x 30 points	180	A	93-100%
		A-	90-92.9%
		B+	87-89.9%
3-point quizzes 27 x 3 points	81	B	83-86.9%
		B-	80-82.9%
		C+	77-79.9%
SONA Research 1 point/credit	20	C	73-76.9%
		C-	70-72.9%
		D	60-69.9%
<u>Total Possible Points</u>	281	E	<60%
Allowance	-9		
Total for grade calculation	272		

Information on current UF grading policies for assigning grade points can be viewed here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Please note that "A minimum grade of C is required for general education credit."

Policy For Disputing a Grade

You will have one week (including weekends and holidays) after any course material grade has been posted to dispute your grade. The exception will be the last exam because there won't be enough time to complete disputes

and turn grades in. Disputes will NOT be accepted after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute. For exams/quizzes, write out the question on the quiz and a paragraph explaining why your answer is correct with references to the material in the text for each question or writing assignment you are disputing. Then send a private email with this information to the instructor's e-mail address.

Topics and Reading Assignments

DAY	DATE	TOPIC	READING ASSIGNMENT	EVALUTION & OTHER INFO
Unit 1: Basic Principles & Procedures I				
M	Jan. 13	Syllabus Overview and Professional BA		
W	Jan. 15	Introduction to BA	Miltenberger 1	Quiz 1 (3 points)
F	Jan. 17	Observing & Recording Behavior	Miltenberger 2	Quiz 2 (3 points)
M	Jan. 20	MLK Day – No Class		
W	Jan. 22	Within-Subject Experimental Design	Miltenberger 3	Quiz 3 (3 points)
F	Jan. 24			Exam 1
Unit 2: Basic Principles & Procedures II				
M	Jan. 27	Reinforcement	Miltenberger 4	Quiz 4 (3 points)
W	Jan. 29	Extinction	Miltenberger 5	Quiz 5 (3 points)
F	Jan. 31	Punishment	Miltenberger 6	Quiz 6 (3 points)
M	Feb. 3	Stimulus Control	Miltenberger 7	Quiz 7 (3 points)
W	Feb. 5	Review Day		No Quiz
F	Feb. 7			Exam 2
Unit 3: Establishing New Behavior				
M	Feb. 10	Shaping	Miltenberger 9	Quiz 8 (3 points)
W	Feb. 12	Prompting	Miltenberger 10	Quiz 9 (3 points)
F	Feb. 14	Chaining	Miltenberger 11	Quiz 10 (3 points)
M	Feb. 17	Behavioral Skills Training	Miltenberger 12	Quiz 11 (3 points)
W	Feb. 19	Review Day		No Quiz
F	Feb. 21			Exam 3
Unit 4: Decreasing Undesirable Behavior				
M	Feb. 24	Functional Assessment of Problem Behavior	Miltenberger 13; Iwata et al. (1982/1994)	Quiz 12 (3 points):
W	Feb. 26	Applying Extinction	Miltenberger 14	Quiz 13 (3 points)
F	Feb. 28	Differential Reinforcement	Miltenberger 15	Quiz 14 (3 points)
M	Mar. 3	Antecedent Interventions	Miltenberger 16	Quiz 15 (3 points)
W	Mar. 5	Review Day		No Quiz
F	Mar. 7			Exam 4
Unit 5: Punishment and Respondent Conditioning				
M	Mar. 10	Punishment	Miltenberger 17	Quiz 16 (3 points)
W	Mar. 12	Positive Punishment and Ethics	Miltenberger 18	Quiz 17 (3 points)
F	Mar. 14	Respondent Conditioning	Miltenberger 8	Quiz 18 (3 points)
Mar	17-21	SPRING BREAK NO CLASS		
M	Mar. 24	Fear and Anxiety Reduction Procedures	Miltenberger 24; Hagopian et al. (2001)	Quiz 19 (3 points)
W	Mar. 26	Behavioral Medicine	Allen & Evans (2001); Cuvo et al. (2008)	Quiz 20 (3 points)
F	Mar. 28			Exam 5
Unit 6: Additional Intervention Strategies				
M	Mar. 31	Promoting Generalization	Miltenberger 19	Quiz 21 (3 points)
W	April 2	Self-Management	Miltenberger 20	Quiz 22 (3 points)
F	April 4	Token Economies	Miltenberger 22	Quiz 23 (3 points)

M	April 7	Behavioral Contracts & Group Contingencies	Miltenberger 23; Gresham & Gresham (1982)	Quiz 24 (3 points)
W	April 9	Review Day		No Quiz
F	April 11			Exam 6
Unit 7: Additional Intervention Strategies (cont.) and the Broader View				
M	April 14	Habit Reversal	Miltenberger 21	Quiz 25 (3 points)
W	April 16	Substance Abuse	Dallery et al. (2008)	Quiz 26 (3 points)
F	April 18	Applied Animal Behavior & Sports and Fitness	Ferguson & Rosales-Ruiz (2001); Scott et al. (1997)	Quiz 27 (3 points)
M	April 21	Review Day		No Quiz
W	April 23			Exam 7

****Note:** Please read the assigned chapter and review any additional assigned materials before the specific class meetings. Course schedule is subject to change if the need arises. It is your responsibility to keep up with any change(s) by coming to class and staying updated. **It is not feasible to cover all of the materials in the textbook during the class meetings.** I will focus on major and important themes in the chapters, but students are still responsible for all information covered in the text.**

University Policy on Accommodating Students with Disabilities: If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability, you must contact me immediately so accommodation can be made from that point on.

Sexual Harassment & Disclosures of Sexual Violence: Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and 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 here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, 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. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/title-ix-reporting-form/>, or email inform@titleix.ufl.edu, or call 352-273-1094.

UF Policies on Software Use: All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is

prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Honor Code: I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

University Policy on Course Evaluation: 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/>.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>