

**EAB 3764: Applied Behavior Analysis  
Course Syllabus (Class 11907)  
Fall 2022**

General

Class:	Instructor: Davis Simmons	Undergraduate TAs: TBA
Tuesday 11:45 - 1:40 LAR 0239	Email: davis.simmons@ufl.edu	
Thursday 12:50 - 1:40 LAR 0239	Office hours: Friday 2-4pm (Or by appointment) via zoom (link on canvas)	

Overview

This is an introductory course in applied behavior analysis (ABA). Topics to be covered include:

- Basic principles of learning
- ABA research methods and techniques
- Applications of ABA across a wide range of populations, settings, and behavior

Course-related 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 the site frequently because reading materials, assignments, and course schedule changes will be posted there. If you have questions for the TAs or myself, ***please send me an email and do not send a Canvas message***. I usually can respond to emails within one business day during the week.

Objectives

The goal of this course is to introduce students to the field of ABA. Students will examine learning principles and their application to a wide range of social problems through assigned reading—chapters from the course text as well as research articles published in scientific journals. Lectures will review, supplement, and expand upon material covered in assigned readings. The course is designed so that it is possible for every student to earn an “A.” The course schedule, study questions, and assignments are specified clearly so that students can plan their study schedules.

Text and Readings

- Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures*. (6<sup>th</sup> ed. NOTE: 5<sup>th</sup> ed. also OK as well as ebook). Belmont, CA: Wadsworth.
- Additional readings (most from the *Journal of Applied Behavior Analysis*) will be on the course website. (see listing below).

Format and Schedule

This course follows a lecture-discussion format, with a quiz at the end of every class, exams every two weeks, and an optional final assessment for extra credit. Exams will be administered via Canvas. Lectures will not be held on the Thursday of each exam week to provide students with flexibility in completing their exams. Students should attend lectures in person as lectures will not be recorded or offered asynchronously. Chapters and readings will be assigned for each class (see schedule) and I urge

you to complete these before class. Lecture notes will be posted on the course website one day in advance of class. **Note:** Schedule deviations may occur and will be announced in class and posted on the course website. \*I reserve the right to adjust the schedule and readings as needed.

### Assignments

*Study Questions.* There are study questions posted along with most of the articles on Canvas. You are not required to complete these, but they will likely prepare you for the quizzes/tests and are highly encouraged.

*Quizzes.* At the end of each lecture, I will activate a 5-point quiz for you to complete on Canvas. This quiz will be timed and will include questions from both the assigned reading and the lecture. These are designed to ensure that you are 1) completing the assigned reading before each lecture and 2) attending to the lecture. Your two lowest quiz grades will be dropped at the end of the term. Note: Missed quizzes cannot be retaken. Those points can be accounted for in the two lowest quizzes dropped or made up with extra credit points via the final assessment.

*Exams.* Approximately every two weeks, you will have an exam due via canvas. Please attend to the due dates on Canvas. Exams will be open-book and include material from lectures and readings. Exams will include a mix of short answer, multiple choice, and fill in the blank questions.

*Attendance.* Attendance will be taken each class in person. Attendance may be taken via role call and quiz participation. Two class periods can be missed without impacting your grade. Additional absences may or may not be excused per instructor discretion.

*Makeups.* If for some reason you are unable to complete a test within the designated time window, then please contact me *before* the window ends so that appropriate accommodations can be made.

*Final Assessment.* This course will not include a cumulative final exam component in the traditional sense. Alternatively, you will have the *option* (i.e., not required) of participating in a final assessment, worth a maximum of 5 extra credit points (added to your total possible 500 points). Each week throughout the semester, I will give you key terms and their corresponding definitions (I will make these terms and their definitions explicitly clear). It will be your responsibility to collect these terms and definitions and add them to your Final Assessment word document. You will be given 20 of those terms and asked to match them within a short time frame. If you answer incorrectly, this will not count against you. Extra credit points will not be applied to grades at or above 100%.

## Grading Scale

	<u>Grading</u>	<u>Total Points</u>	<u>% of Grade</u>	<u>Final Grade</u>	<u>%</u>
Quizzes	20 @ 5 pts each	100	20	A	93% or higher
Exams	6 @ 50 pts each	300	60	A-	90-92%
Attendance		100	20	B+	87-89%
Final Assessment (optional)		5	Extra Credit	B	83-86%
				B-	80-82%
				C+	77-79%
				C+	73-76%
				C-	70-72%
				D	60-69%
				F	<60%

## Additional Information

### 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.

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 and as soon as possible. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Honor 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 (<https://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 me or one of the TAs in this class.

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/>.

#### Course Readings (pdfs located in readings file)

- 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.
- Dallery, J., Kurti, A., & Erb, P. (2014). A New Frontier: Integrating Behavioral and Digital Technology to Promote Health Behavior. *The Behavior Analyst*, 38(1), 19-49.
- Deshais, M. A., Fisher, A. B., & Kahng, S. (2018). A comparison of group contingencies on academic

- compliance. *Journal of Applied Behavior Analysis*, 52(1), 116–131.
- Donaldson, J. M., & Vollmer, T. R. (2012). A procedure for thinning the schedule of time-out. *Journal of Applied Behavior Analysis*, 45, 625–630.
- 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(4), 409–423.
- Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). Developing the Cultural Awareness Skills of Behavior Analysts. *Behavior analysis in practice*, 9(1), 84–94.  
<https://doi.org/10.1007/s40617-016-0111-6>
- Fritz, J. N., Jackson, L. M., Stiefler, N. A., Wimberly, B. S., & Richardson, A. R. (2017). Noncontingent reinforcement without extinction plus differential reinforcement of alternative behavior during treatment of problem behavior. *Journal of Applied Behavior Analysis*, 50(3), 590–599.
- Gravina, N., Sleiman, A., Southwick, F. S., Matey, N., Harlan, E., Lukose, K., ... & Radhakrishnan, N. S. (2021). Increasing adherence to a standardized rounding procedure in two hospital in-patient units. *Journal of Applied Behavior Analysis*.
- Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis*, 38(1), 51–65.
- Heard, K., & Watson, T. S. (1999). Reducing wandering by persons with dementia using differential reinforcement. *Journal of Applied Behavior Analysis*, 32(3), 381–384.
- Iwata, B. A. & Becksfort, C. M. (1981). Behavioral research in preventive dentistry: Educational and contingency management approaches to the problem of patient compliance. *Journal of Applied Behavior Analysis*, 14, 111–120.
- 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.
- Leitenberg, H., Agras, W. S., Thompson, L. E., & Wright, D. E. (1968). Feedback in behavior modification: An experimental analysis in two phobic cases. *Journal of Applied Behavior Analysis*, 1, 131–137.
- Myers, W. V., McSween, T. E., Medina, R. E., Rost, K., & Alvero, A. M. (2010). The implementation and maintenance of a behavioral safety process in a petroleum refinery. *Journal of Organizational Behavior Management*, 30(4), 285–307.
- Patel, M. R., Piazza, C. C., Martinez, C. J., Volkert, V. M., & Santana, C. M. (2002). An evaluation of two differential reinforcement procedures with escape extinction to treat food refusal. *Journal of Applied Behavior Analysis*, 35(4), 363–374.
- Poche, C., Brouwer, R., & Swearingen, M. (1981). Teaching self-protection to young children. *Journal of Applied Behavior Analysis*, 14, 169–176.
- Slifer, K. J., Koontz, K. L., & Cataldo, M. F. (2002). Operant-contingency-based preparation of children for functional magnetic resonance imaging. *Journal of Applied Behavior Analysis*, 35, 191–194.
- Thompson, R. H., McKerchar, P. M., & Dancho, K. A. (2004). The effects of delayed physical prompts and reinforcement on infant sign language acquisition. *Journal of Applied Behavior Analysis*, 37(3), 379–383.
- Wallace, I. & Pear, J. J. (1977). Self-control techniques of famous novelists. *Journal of Applied Behavior Analysis*, 10, 515–525.
- 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.

## Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/25	Course introduction	
8/30	Ch 1. Introduction Baer et al., 1968	Quiz 1
9/1	Ch 2. Observing and recording	Quiz 2
9/6	Ch 3a (43-51). Graphing	Quiz 3
9/8	Ch 3b (51-61). Research design	Quiz 4
9/13	<i>No Class</i>	<b>Exam 1</b>
9/15	Ch 4 (65-87). Reinforcement Thompson et al. (2004)	Quiz 5
9/20	Ch 5. Extinction Patel et al. (2002)	Quiz 6
9/22	Ch 7. Stimulus control Ch 19. Generalization (393-407) Poche et al. (1981)	Quiz 7
9/27	<i>No Class</i>	<b>Exam 2</b>
9/29	Ch 9 (163-168, 173-174). Shaping Ferguson & Rosales-Ruiz (2001) Ch 11 (201-213): Chaining	Quiz 8
10/4	Ch 8: Respondent conditioning Whitehead et al. (1976)	Quiz 9
10/6	Ch 13: Functional analysis Iwata et al. (1994)	Quiz 10
10/11	<i>No Class</i>	<b>Exam 3</b>

10/13 Ch 15 (p 297-316) Differential reinforcement  
Slifer et al. (2002) Quiz 11

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10/18 Ch 16: Antecedent control  
Fritz et al. (2017) Quiz 12

10/20 Ch 6, 17 & 18: Punishment  
Hanley et al. (2005) Quiz 13

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10/25 *No Class* **Exam 4**

10/27 Ch 22: Token economy  
Group contingencies  
Deshais et al. (2019) Quiz 14

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11/1 Ch 20: Self-management  
Wallace & Pear (1977) Quiz 15  
Ch 23 (p. 469-475) Behavioral contracts

11/3 *No Class* **Exam 5**

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11/8 Ch 17: Time-out and response cost  
Donaldson & Vollmer (2012) Quiz 16

11/10 Behavioral medicine: Iwata & Becksfort (1981) Quiz 17  
Gerontology: Heard & Watson (1999)  
Ch 24: Fear and anxiety  
Leitenberg et al. (1968)

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11/15 *No Class* **Exam 6**

11/17 OBM: Gravina et al., (2021) Quiz 18  
Myers et al. (2015)

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11/22 Health Behaviors: Dallery et al. (2015) Quiz 19

11/24 *No Class (Holiday)*

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11/29 Cultural Humility: Fong et al., (2016) Quiz 20  
Treatment Acceptability: Wolf (1978)

12/1 Graduate school and careers in Quiz 21

Additional Resources

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.



On-Line Students Complaints: View the Distance Learning Student Complaint Process.