

EAB 3764 - Applied Behavior Analysis
Course Syllabus (Class 11685)
University of Florida
Department of Psychology
Fall 2024

General:

Class: Monday, Wednesday, Friday 9:35 AM – 10:25 AM

Location: PSY 130

Instructor: Davis Simmons (he/him)

Undergraduate TAs: TBD

Email: davis.simmons@ufl.edu

Office hours: TBD (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*. (6th ed. NOTE: 5th 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 day 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 before 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.

Course Requirements:

- 1) Attend and be on time for all class meetings.
- 2) Read the assigned material before the corresponding class meeting and use the study questions/article summary to guide learning.
- 3) Use the study questions/objectives/lecture notes to prepare for quizzes/exams and take quizzes/exams.
- 4) Participate actively and respectfully in class discussion and activities.

Assignments:

Study Questions/Article Summary Guide. 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. An article summary template is also posted which is designed to help you understand each article and encourage you to keep up with the readings.

Quizzes (5 points per Quiz, 130 pts total). At the end of each lecture for a topic, 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 (50 points per Exam, 300 pts total). 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 (5 pts each, 160 points total). Attendance will be taken each class. Attendance may be taken via class activities, group activities, and quiz participation. Two class periods can be missed without impacting your grade. Additional absences may or may not be excused per instructor discretion. Attendance to class is important because we will discuss information that will be on the exams, and we will do activities to help you apply the concepts.

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.

Research/Experimental Participation Requirement (15 pts total). Learning about Psychology requires reading, listening, and doing. As a supplement to lecture, **you are required to participate in 7.5 hours of experimental research studies, or to complete an equivalent alternate assignment (3 Critical Analyses).**

There is a Psychology Department requirement that all students enrolled in a PSY 3000 level course participate in a research experience. The deadlines for this requirement will be posted in Canvas by the second week of class. 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 you need!

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 605 points). Across lectures 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	24 @ 5 pts each 1 @ 10 pts	130	21.49	A	93% or higher
Exams	6 @ 50 pts each	300	49.59	A-	90-92%
Attendance	32 @ 5 pts each	160	26.45	B+	87-89%
Research/Experimental Participation Requirement		15	2.47	B	83-86%
Final Assessment (optional)		5	Extra Credit	B-	80-82%
Final Class (optional)		5		C+	77-79%
				C+	73-76%
				C-	70-72%
				D	60-69%
				F	<60%

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 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.

A.I. Specification: Generative A.I. can be a useful tool, however, a tool used with care, due to the possibility of plagiarism, cheating, and hallucination, inaccurate, or false information. All work completed in this class should be done without any Generative A.I. unless explicitly permitted by the instructor.

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/>.

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.

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 and Assignment Due Dates (subject to change at instructor’s discretion)

DATE	TOPIC	READING/ASSIGNMENTS
F 8-23	Syllabus Day	Quiz 0/Activity
M 8-26	Introduction*	Ch 1. Introduction Baer et al., 1968
W 8-28	Introduction*	Ch 1. Introduction Quiz 1
F 8-30	Measurement & Reliability*	Ch 2. Observing and recording
M 9-2	No class (Holiday)	
W 9-4	Measurement & Reliability*	Ch 2. Observing and recording Quiz 2
F 9-6	Graphic Analysis	Ch 3a (43-51). Graphing
M 9-9	Graphic Analysis	Ch 3a (43-51). Graphing Quiz 3
W 9-11	Experimental Design	Ch 3b (51-61). Research design

F 9-13	Experimental Design	Ch 3b (51-61). Research design Quiz 4
M 9-16	<i>No class</i>	Exam 1
W 9-18	Reinforcement*	Ch 4 (65-87). Reinforcement Thompson et al. (2004)
F 9-20**	Reinforcement* <i>Recorded Lecture</i>	Ch 4 (65-87). Reinforcement Thompson et al. (2004) Quiz 5
M 9-23	Extinction	Ch 5. Extinction Patel et al. (2002) Quiz 6
W 9-25	Stimulus Control and Generalization	Ch 7. Stimulus control Ch 19. Generalization (393-407) Poche et al. (1981) Quiz 7
F 9-27	<i>No class</i>	Exam 2
M 9-30	Shaping and Chaining	Ch 9 (163-168, 173-174). Shaping Ferguson & Rosales-Ruiz (2001) Ch 11 (201-213): Chaining Quiz 8
W 10-2	Respondent Conditioning	Ch 8: Respondent conditioning Whitehead et al. (1976) Quiz 9
F 10-4	Functional Analysis	Ch 13: Functional analysis Iwata et al. (1994)
M 10-7	Functional Analysis	Ch 13: Functional analysis Iwata et al. (1994) Quiz 10
W 10-9**	<i>No class</i>	Exam 3
F 10-11**	Differential Reinforcement <i>Recorded Lecture</i>	Ch 15 (p 297-316) Differential reinforcement Slifer et al. (2002) Quiz 11
M 10-14**	Antecedent Control <i>Recorded Lecture</i>	Ch 16: Antecedent control Fritz et al. (2017) Quiz 12
W 10-16**	Punishment*	Ch 6, 17 & 18: Punishment Hanley et al. (2005)
F 10-18	<i>No class (Holiday)</i>	Homecoming
M 10-21	Punishment*	Ch 6, 17 & 18: Punishment Hanley et al. (2005) Quiz 13
W 10-23	<i>No class</i>	Exam 4
F 10-25	Token Economy	Ch 22: Token economy Quiz 14

M 10-28	Self-management and Behavioral contracts	Ch 20: Self-management Wallace & Pear (1977) Ch 23 (p. 469-475) Behavioral contracts Quiz 15
W 10-30	Self-management and Behavioral contracts	Ch 20: Self-management Wallace & Pear (1977) Ch 23 (p. 469-475) Behavioral contracts Activity
F 11-1	Group contingencies	Deshais et al. (2019) Group Activity
M 11-4	<i>No class</i>	Exam 5
W 11-6	Time-out and response cost	Ch 17: Time-out and response cost Donaldson & Vollmer (2012) Quiz 16
F 11-8	Behavioral medicine Gerontology Fear and anxiety	Behavioral medicine: Iwata & Becksfort (1981) Gerontology: Heard & Watson (1999) Ch 24: Fear and anxiety Leitenberg et al. (1968) Quiz 17
M 11-11	<i>No class (Holiday)</i>	
W 11-13	<i>No class</i>	Exam 6
F 11-15	Social Validity	Cultural Humility: Fong et al., (2016) Treatment Acceptability: Wolf (1978) Quiz 18
M 11-18	Health Behaviors	Dallery et al. (2015) Quiz 19
W 11-20	OBM	Gravina et al., (2021) Myers et al. (2015) Quiz 20
F 11-22	Guest Lecture	TBA
M 11-25	<i>No class (Holiday)</i>	
W 11-27	<i>No class (Holiday)</i>	
F 11-29	<i>No class (Holiday)</i>	
M 12-2	Guest Lecture	TBA
W 12-4	Graduate school and careers in behavior analysis (<i>Optional class based on interest</i>)	Final Assessment
F 12-6	Reading Day	

Additional Resources for Students

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact 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.

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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)