

EAB 6707
Applied Behavior Analysis
University of Florida | Fall 2022

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Course Information:
Meeting time: Tuesday 12:50PM-3:50PM
Room: PSY 129

Course Description and Objectives

Applied behavior analysis (ABA) is the clinical research arm of behavior analysis, a natural science of behavior that rests on the philosophy of science known as behaviorism. ABA can be divided into several areas: methodology, intervention strategies, conceptual issues, specific areas of application, and professional issues. In this seminar, we will gain an understanding of topics in each of these areas through a directed consideration of:

1. The nature and defining features of applied behavior analysis;
2. Research methods used in applied settings (e.g., measurement, experimental design and treatment evaluation, data analysis);
3. Concepts, principles, and procedures that comprise behavioral interventions; and
4. Distinct areas of applied research (e.g., community, health and sports, education) that exemplify how concepts and principles have been applied to produce meaningful change in various topic areas.

This course deliberately avoids autism, intellectual and developmental disabilities, and functional assessment of behavior problems as specific topic areas, as this is covered in other courses. However, much of the introductory material on defining features, concepts, methods, etc. will touch upon these topics. Along the way, we will also consider professional issues in ABA and its development as both a science and a practice. I will presume that entering students are familiar with basic principles of operant conditioning and at least some of their applications; thus, the course will not be an "introduction to behavior modification."

Course Material

This course uses readings from various sources such as chapters from edited books, seminal papers on selected topics in ABA, and recent applications in each area. All assigned readings, listed below per class session, will be available on the class Canvas website. See the reference list for full citations.

Course Structure and Grading

Most class sessions will be divided roughly into the following three segments:

1. **Quiz:**
Each class will start with a brief quiz of study objectives shared on Canvas, usually 4 days in advance. Each quiz will consist of 1-3 short essay questions that you can answer in a brief paragraph (2-3 sentences). I will post a study/discussion guide (20-25 questions) for the first two units on the class Canvas website. Thereafter, the guides will be developed based on *discussion questions* submitted by you (see below for details).

2. **Lecture/Class Activity/Discussion:**

I will either (a) give a 30-60 lecture that provides an overview or supplementary information related to the topic of the week, or (b) lead you in individual or group activities or discussion designed to promote interaction with the material from multiple perspectives. Each student should come to class prepared to actively participate in class discussions. Please refer to the guidelines for class discussions described below.

3. **Tutorial:**

Students will sign up to deliver two tutorials during the semester. Tutorial topics will be related to class material for the week and will cover a section of the BACB task list. The assigned student will prepare a 20-minute Power Point presentation. The presentation should provide an overview of the topic area and inform students of current, evidence-based recommendations for practice.

Tutorial Description: The tutorial should include four parts: 1) A clear description of the concept, 2) Every day examples including examples outside of autism, 3) An overview of the current research on the topic, incorporating evidence-based recommendations for practice, and, 4) Two discussion questions for the audience to consider. The presentation should be scholarly and incorporate several references. Students may choose to include some audience participation throughout if it contributes to developing audience knowledge and doesn't use a large portion of the time.

Tutorial Grading: (25 pts total)

Clarity, accuracy, and precision of description: 5pts

Clarity, quality, and precision of examples: 5pts

Overview of the current research, including evidence-based recommendations for practice, demonstrating extensive contact with the research literature: 10pts

Ability to stimulate discussion with questions: 5 pts

Points will be subtracted for poor presentation construction, going over time (> 22 min, not including discussion at the end, in case we want to discuss a topic further), or going under time (<16 min).

Discussion Questions: After the first two weeks, students will be assigned to write 5-7 discussion questions for an article. I will assign one student per article and therefore, you will not have to write questions every week. Your discussion questions will be due by Friday at 9am and will be sent to the rest of the class to be considered for class discussion and the quiz. Your discussion questions should be written as if you were teaching this course and you (a) wanted to make sure your students were grasping the main points of the reading or (b) wanted to start a class discussion that would expand students' grasp of the material. Points will be given for the adequacy of these questions. In class, you will be expected to help lead discussion on your assigned article and questions. Please submit your questions directly in the email body and not in an attached document.

Class Participation: Students will self-monitor their own class participation and turn it in at the end of class session. Participation will be included in the final grade.

Final Exam: Your final exam will be a take-home exam. It will consist of 4-5 questions that will require you to synthesize information across units. You will have at least one week to prepare your answers, which will require roughly 8-10 double spaced pages. The exam should be submitted via email by 9am on the day the final exam is scheduled.

Grading

Assessments	Points	Grade	Percentage
Quizzes (14 x 3 pts)	42	A	92%+
Tutorial (2 x 25 pts)	50	A-	90-91.9%
Discussion Questions (4 x 5 pts)	20	B+	88-89.9%
Participation	20	B	82-87.9%
Final Exam	40	B-	80-81.9%

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.

Attendance and Missed Assignments

Attendance is required to complete weekly quizzes and participate in class discussions. Missed assignments due to unexcused absences cannot be made up. Missed assignments due to excused absences can be made up but it is at the instructor's discretion which make-up assignments may be submitted and the timeline. If you know you will be unable to attend class, please contact me as soon as possible for arrangements. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

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."

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/>.

UF Resources for Students

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.
- 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/>

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 Schedule is tentative and may change as the semester progresses:

Date	Topic	Readings	BACB Task List Items	Tutorial
Unit I: Principles, Processes & Procedures in Applied Behavior Analysis				
8/30/2022	Course Introduction & Overview	Syllabus		
9/6/2022	Defining Applied Behavior Analysis	<ul style="list-style-type: none"> • Lerman et al. (2013) • Baer, Wolf, & Risley (1968) • Critchfield & Reed (2017) • Jimenez-Gomez & Beaulieu (2022) 	A5, E9, E10, F2, F8	
9/13/2022	Observation, Measurement, & Experimental Design	<ul style="list-style-type: none"> • Miltenberger & Weil (2013) • Perone & Hursh (2013) • Bourret & Pietras (2013) • Tincani & Travers (2019) 	C11, D4, D5, F1, F2, F8	
9/20/2022	Reinforcement, Skill Acquisition	<ul style="list-style-type: none"> • DeLeon et al. (2013) • McIlvane (2013) • Seaver & Bourret (2014) • Kodak et al. (2015) • Barnes et al. (2014) 	B4, B13, F2, F3, F4, F8, G1, G5, G6, G7, G12, G13, H2	Discrete Trial Teaching; Incidental Teaching
10/4/2022	Punishment, Behavior Reduction	<ul style="list-style-type: none"> • Lerman & Vorndran (2005) • Critchfield (2014) • Hanley et al. (2005) • DeRosa et al. (2016) 	B5, G5, G16, G17, G18, H3, H4	Functional Communication Training; Modeling; Chaining
10/11/2022	Extinction	<ul style="list-style-type: none"> • Lattal et al. (2013) • Lerman et al. (1999) • Grow et al. (2008) • Peterson et al. (2019) 	B11, G5, G18, H3, H4	Escape Extinction for Feeding Interventions (Dr. Vivian Ibañez)
10/18/2022	Persistence and Relapse	<ul style="list-style-type: none"> • Nevin & Wacker (2013) • Podlesnik et al. (2017) • Kelley et al. (2018) • Briggs et al. (2018) 	G7, G8, G16, H3, H4, H5	High Probability Instructional Sequence; Prompt and Prompt Fading
10/25/2022	Stimulus Control, Generalization, Maintenance, & Social Validity	<ul style="list-style-type: none"> • Stokes & Baer (1977) • Halle & Holt (1991) • Cammilleri et al. (2008) • Forte et al. (2018) 	B12, G8, G15, G16	Social Validity and Treatment Acceptability; Response and Stimulus Generalization
11/1/2022	Conditioned Reinforcement and Token Economies	<ul style="list-style-type: none"> • Shahan (2013) • Holth et al. (2009) • Hackenberg (2018) • May et al. (2022) 	B7, G4, G5, G8, G16	Token Economies; Activity Schedules
Unit II: Promoting Socially-Meaningful Behavior Change in Varied Contexts				
11/8/2022	Schools and Education	<ul style="list-style-type: none"> • Twyman (2014) • Deshais et al. (2019) • Donaldson et al. (2011) • Ross & Horner (2009) 	F3, G10, G11, G14, G16, H2, H3, H4	Group Contingencies; Precision Teaching; Direct Instruction or PBIS
11/15/2022	Community, Environmental Interventions, and Social Justice	<ul style="list-style-type: none"> • Biglan & Glenn (2013) • Reed et al. (2022) • Rose et al. (2022) • Machado & Lugo (online) 	F2, G10, G11, G16, H3, H4, H5	Good Behavior Game
11/22/2022	Health and Sports	<ul style="list-style-type: none"> • Normand et al. (2015) • Raiff et al. (2021) • Walker et al. (2020) • Patel et al. (2019) 	F3, G4, G5, G9, G11, G16, H3, H4	Self-Management
11/29/2022	Sleep, Nutrition, & Medical Compliance	<ul style="list-style-type: none"> • Blampied & Bootzin (2013) • Allen & Kupzyk (2016) • Wengreen et al. (2013) • Luiselli (2021) 	F3, G10, G11, G12, G16, H2, H3, H4	Bedtime Pass; Toilet Training
12/6/2022	Treatment of Substance Use Disorder	<ul style="list-style-type: none"> • Higgins et al. (2013) • Koffarnus et al. (2021) • Raiff et al. (2021) 	F3, G10, G11, G16, H3, H4, H5	Contingency Contracting
12/13/2022	FINALS WEEK			

References

Defining Applied Behavior Analysis

1. Lerman, D.C., Iwata, B.A., & Hanley, G.P. (2013). Applied Behavior Analysis. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 1*. American Psychological Association. <https://doi.org/10.1037/13937-000>
2. 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. <https://doi.org/10.1901/jaba.1968.1-91>
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4. Jimenez-Gomez, C. & Beaulieu, L. (2022). Cultural responsiveness in applied behavior analysis: Research and practice. *Journal of Applied Behavior Analysis, 55*, 650-673. <https://doi.org/10.1002/jaba.920>

Observation, Measurement, & Experimental Design

1. Miltenberger, R.G. & Weil, T.M. (2013). Observation and Measurement in Behavior Analysis. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 1*. American Psychological Association. <https://doi.org/10.1037/13937-000>
2. Perone, M., & Hursh, D.E. (2013). Single-Case Experimental Designs. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 1*. American Psychological Association. <https://doi.org/10.1037/13937-000>
3. Bourret, J.C. & Pietras, C.J. (2013). Visual Analysis in Single-Case Research. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 1*. American Psychological Association. <https://doi.org/10.1037/13937-000>
4. Tincani, M., & Travers, J. (2019). Replication research, publication bias, and applied behavior analysis. *Perspective on Behavior Science, 42*, 59-75. <https://doi.org/10.1007/s40614-019-00191-5>

Reinforcement, Skill Acquisition

1. DeLeon, I.G., Bullock, C.E., & Catania, C.C. (2013). Arranging Reinforcement Contingencies in Applied Settings. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 2*. American Psychological Association. <https://doi.org/10.1037/13938-000>
2. McIlvane (2013). Simple and Complex Discrimination Learning. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 2*. American Psychological Association. <https://doi.org/10.1037/13938-000>
3. Seaver & Bourret (2014). An evaluation of response prompts for teaching behavior chains. *Journal of Applied Behavior Analysis, 47*, 777-792. <https://doi.org/10.1002/jaba.159>
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5. Barnes et al. (2014). Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching Assessment Techniques. *The Analysis of Verbal Behavior, 30*, 36–47. <https://doi.org/10.1007/s40616-013-0004-5>

Punishment, Behavior Reduction

1. Lerman, D.C., & Vorndran, C.M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. *Journal of Applied Behavior Analysis, 35*, 431- 464. <https://doi.org/10.1901/jaba.2002.35-431>
2. Critchfield, T. (2014). Skeptic's corner: Punishment – destructive force or valuable social “adhesive”? *Behavior Analysis in Practice, 7*, 36-44. <https://doi.org/10.1007/s40617-014-0005-4>
3. 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*, 51-65. <https://doi.org/10.1901/jaba.2005.6-04>
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Extinction

1. Lattal, K.A., St. Peter, C., & Escobar, R. (2013). Operant Extinction: Elimination and Generation of Behavior. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 2*. American Psychological Association. <https://doi.org/10.1037/13938-000>
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Persistence and Relapse

1. Nevin & Wacker (2013). Response Strength and Persistence. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 2*. American Psychological Association. <https://doi.org/10.1037/13938-000>
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4. Briggs et al. (2018). Prevalence of resurgence of destructive behavior when thinning reinforcement schedules during functional communication training. *Journal of Applied Behavior Analysis, 51*, 620-633. <https://doi.org/10.1002/jaba.472>

Stimulus Control, Generalization, Maintenance, & Social Validity

1. Stokes & Baer (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10*, 349-367. <https://doi.org/10.1901/jaba.1977.10-349>
2. Halle & Holt (1991). Assessing stimulus control in natural settings: An analysis of stimuli that acquire control during training. *Journal of Applied Behavior Analysis, 24*, 579- 589. <https://doi.org/10.1901/jaba.1991.24-579>

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Conditioned Reinforcement and Token Economies

1. Shahan (2013). Attention and Conditioned Reinforcement. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 1*. American Psychological Association. <https://doi.org/10.1037/13937-000>
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Schools and Education

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Community, Environmental Interventions, and Social Justice

1. Biglan & Glenn (2013). Toward Prosocial Behavior and Environments: Behavioral and Cultural Contingencies in a Public Health Framework. In G.J. Madden, W.V. Dube, T.D. Hackenberg, G.P. Hanley, & K.A. Lattal (Eds.), *APA Handbook of Behavior Analysis, Volume 2*. American Psychological Association. <https://doi.org/10.1037/13938-000>
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Health and Sports

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Sleep, Nutrition, & Medical Compliance

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Treatment of Drug Addiction

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