

**EAB 6707**  
**Applied Behavior Analysis**  
**University of Florida | Fall 2024**

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**Course Information:**

Meeting time: Tuesday 9:35 am – 12:35 pm  
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
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 or ABA."

**Course Materials**

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.

**Course Structure and Grading**

This course is a graduate seminar (for success tips see [here](#) and [here](#)). In this course, my goal is to promote an environment in which you actively engage with course materials, participate in lively class discussions, and expand your knowledge of the foundation of behavior science. Reading in depth and "digesting" the material will be crucial. Please plan accordingly.



**AI policy.** All work you submit is expected to be generated entirely by YOU, whether working individually, or in groups. You should not have another person or entity (e.g., AI tools like ChatGPT) do any drafting or writing of assignments. I want to read and hear how you understand the material and integrate it with what you already know.



**Reading Guides** (25% of grade). Reading Guides provide (1) a set of questions for all required readings within Files through Canvas and (2) the opportunity to pose a question or statement aimed at promoting discussion of the material (see Point of Discussion below). Completing these guides while reading will assist you in applying and evaluating concepts from the readings more effectively than a passive read. Reading guides will be checked for completion, as well as relevance and thoroughness of your answer. Answers should be *paraphrased* and, therefore, should NOT be identical other students', online resources, or the readings (see AI policy above). Identical or incomplete answers will not be counted.

Please submit your answers via Canvas as a Word file (LastName\_6118Week#) by the specified date/time. Please number each answer and refrain from copying the question in your document. Note that late submissions will be penalized 10% per day but complete submissions after 5 days can earn up to 50% until the last day of classes of the semester. It is your responsibility to ensure the file(s) you upload to Canvas saved properly (e.g., refresh the screen, open uploaded file(s), take screen shot).

In addition to answering the questions provided to you, you will come up with at least one **Point of Discussion (POD)** for each reading. *PODs* can help you prepare to participate in class and promote discussion of the material. Therefore, you should avoid simple clarification comments or something you can easily Google. *PODs* can stem from covert verbal behavior evoked while reading, from questions in the reading guide, or your prior knowledge/experience.



**Quizzes** (25% of grade). Weekly quizzes based on the current Reading Guide will begin approximately 5 minutes after class begins. You are welcome to discuss/study with others before the quiz begins. You will have 15 min to take quizzes. Quizzes will have 1-3 short essay questions that you can answer in a brief paragraph (2-3 sentences). **Please bring a laptop or tablet to every class so you can take quizzes using Canvas.** You will not be permitted to have any window open on your laptop/tablet other than the quiz. You will need to install and use [Lockdown Browser](#) when taking quizzes (see introductory [video](#)). Your lowest quiz score will be dropped, except for any unexcused absences/tardiness, which will result in a zero score for that quiz. Excused absences will result in that quiz not being counted toward your overall quiz grade.

**Final Exam** (10% of grade). The 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 9 am on the class day of finals week (12/10/2024).



**Class Participation** (20% of grade). Class discussion will be conducted in various formats – e.g., full class, small groups or pairs, written activities. All students are expected to participate actively in discussions during each class. Active participation involves (1) remaining attentive and engaged throughout classes, (2) posing and answering questions during class discussion, (3) engaging in prompted and unprompted discussion with the instructor and other students, and (4) refraining from staring at electronic devices. I recommend taking notes by hand on paper rather than on a computer or tablet. Some suggest taking notes by hand has benefits, such as minimizing distractions and better understanding of concepts (see [here](#) and [here](#); but see [here](#) for counterpoint).

Active engagement with course materials before class facilitates active engagement during class. As you work through the Reading Guides and develop *PODs*, you will likely come up with ideas for interacting during class. Write these down and bring them with you to class. Receiving credit for class participation includes filling out the weekly **Participation Survey** in Canvas following the class meeting. Unexcused

absences not meeting university guidelines will result in a zero for the class-participation grade for that week.



**Presentation** (20% of grade). You will provide a 20- to 30-min presentation of a reading that complements the topic discussed each week. You will be tasked with defining the key term listed in the syllabus along with the article reference, highlighting key points of the article, providing background information where needed (e.g., relevant background from a different paper, definitions of terminology), and explicitly connecting it to topics discussed in class. The presentation will also require you to critique and extend what is presented in the reading beyond “it would be interesting if...” or “I wonder if anyone has studied this.” You can use a database (e.g., Google Scholar) to find relevant scholarly work. Finally, your presentation should include at least two discussion questions (akin to PODs), to promote discussion from the audience. One third of your presentation grade will be the average of your peers’ evaluation and the remaining portion will be assigned by me. We will all be using the presentation rubric available on Canvas.

Remember to **present to your audience**. It is very possible that members of the audience are not familiar with the particular paper you are presenting, so make sure you clearly articulate points and [use visuals to aid your presentation](#). The purpose of these presentations is to assess your understanding of the material and ability to convey that understanding. Therefore, please present to a generally educated audience and be sure to explain the information presented sufficiently so all members of the audience can easily understand your presentation. All members of the audience are expected to attend to the presentation and demonstrate “attending” either by asking follow-up questions or engaging in discussion relating the presentation to course material [here’s another opportunity for class participation!].

As you prepare your presentation, **feel free to give and receive feedback** from your peers and anyone else who is willing. Practice giving and receiving feedback is the best way to improve your overall comfort and effectiveness when presenting. When commenting on others’ presentations, merely indicating places in which you get confused is a big help. Do not expect all your or your peers’ comments to be substantive, as it is likely neither of you are experts in the topic. Some resources you might find useful include this short [visual summary of how to receive feedback](#) and these [strategies for more inclusive and effective feedback](#).

#### **Grades:**

<u>Grade</u>	<u>Percentage</u>
A	93%+
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%

#### **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/>.

### **Diversity and Inclusion**

Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material is primarily of a scientific nature. I invite you to critically consider issues of diversity, equity, inclusion, and accessibility as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

Behavior analysts have long recognized the role of antecedent stimuli in evoking behaviors. This statement is one of many antecedent strategies intended to support a culture of respect, inclusion, and continual commitment to improvement within this class.

### **UF Resources for Students**

#### *Health and Wellness*

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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/>

### **Health and Safety**

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](http://one.ufl.edu) for screening, testing, and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### **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
<b>Unit I.</b>	<b>Principles, Processes, &amp; Procedures in Applied Behavior Analysis</b>
8/27/2024	Course Introduction & Overview
9/3/2024	Defining Applied Behavior Analysis
9/10/2024	Observation, Measurement, & Experimental Design
9/17/2024	Reinforcement, Skill Acquisition
9/24/2024	Punishment, Behavior Reduction
10/1/2024	Extinction and Relapse
10/8/2024	<b>No class</b>
10/15/2024	Stimulus Control, Generalization, & Maintenance
10/22/2024	Conditioned Reinforcement and Token Economies
<b>Unit II.</b>	<b>Promoting Socially-Meaningful Behavior Change in Varied Environments</b>
10/29/2024	Schools and Education
11/5/2024	Prosocial Behavior and Public Health
11/12/2024	Health and Wellbeing
11/19/2024	Nutrition and Medical Compliance
11/26/2024	<b>Thanksgiving Break</b> 🍂🍁
12/3/2024	Treatment of Substance Use Disorder
12/10/2024	<i>FINALS WEEK</i>