General

Class: T 2-3 (8:30-10:25), Th 3 (9:35-10:25)  Instructor: Brian Iwata  TA: Leah Koehler
Room: NEB 202  Email: iwata@ufl.edu  lkoehler@ufl.edu
Office Hours:  T 10:30-11:30  M 3-4, Th 8:30-9:30
Office:  Psych. Bldg. Rm. #329  Psych. Bldg. Rm. #392

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 behaviors

Course-related information will be posted on the Canvass website, which you can access by logging in with your username and password (the same as your UF account) at: http://elearning.ufl.edu/. Please check this website frequently; course schedule changes will be posted here. Rather than using Canvass for sending email to me, please use the email addresses above.

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 peer-reviewed 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.” Course schedule, learning objectives (notes), and point values for quizzes and tests are specified clearly so that students can plan their study schedules. Quizzes and tests provide students with opportunities throughout the term to demonstrate understanding of course material, and periodic test exemptions are possible based on previous performance.

Text and Readings

• Additional readings (most from the Journal of Applied Behavior Analysis) will be available on the course website.

Format and Schedule

A lecture/discussion format will be used. Chapters and readings will be assigned for each class (see schedule). Lectures will supplement the reading material or will present new information related to, but not contained in, the readings. 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.

Quizzes and Tests

Quizzes: A quiz will be given at the end of each class on the material assigned for that day and covered in a chapter summary (text) study questions (articles), or lecture. Tuesday quizzes will consist of two questions; Thursday quizzes will consist of one question. Each question will be worth 5 points and will be graded as 5 (correct), 3 (partially correct), 1 (incorrect), or 0 (quiz not taken). Quiz performance is extremely important—it accounts for over a third of the final grade and is used as a basis for test exemption (see next item).

Tests: See the class schedule for test dates. Questions will consist of short-answer, true/false, and matching items (no multiple choice items), and will be drawn from material covered in the text, readings, and lectures. Each test will be worth 50 points. Students may earn an “exemption” from certain tests based on their previous test and quiz grades.
Note: Missed quizzes or tests cannot be made up. There are two opportunities for students to recover points lost due to missed quizzes/tests or poor scores.

1. A 15-pt “allowance” is built into the formula for determining final grades (see below), which covers three absences for any reason (flat tire to overslept). If an emergency will require prolonged absence from class, please contact me immediately.

2. There will be two versions of the last test (Test #6). Form "A" will be similar to other tests, worth 50 pts and will cover material since the previous test. Form "B" will be an optional test worth 100 pts and will cover all material in the course. If you elect to take Form "B," your lowest test grade will be discarded and will be replaced with the points earned on Test #6B.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Final Grade</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Tests:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6 @ 50 pts = 300</td>
<td>A</td>
<td>418 or higher</td>
<td>(93% or higher)</td>
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<tr>
<td>Quizzes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 @ 10 pts = 120</td>
<td>A-</td>
<td>405-417</td>
<td>(90-92%)</td>
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<tr>
<td>9 @ 5 pts = 45</td>
<td>B+</td>
<td>391-404</td>
<td>(87-89%)</td>
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<tr>
<td>Total:</td>
<td></td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>373-390</td>
<td>(83-86%)</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>360-372</td>
<td>(80-82%)</td>
<td></td>
</tr>
<tr>
<td>Allowance (free points)</td>
<td>C+</td>
<td>346-359</td>
<td>(77-79%)</td>
</tr>
<tr>
<td>Total for grade calculation</td>
<td>C</td>
<td>328-345</td>
<td>(73-76%)</td>
</tr>
<tr>
<td>C-</td>
<td>315-327</td>
<td>(70-72%)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>270-314</td>
<td>(60-69%)</td>
<td></td>
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<tr>
<td>F</td>
<td>&lt; 270</td>
<td>(&lt;60%)</td>
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Student Information

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.

Course Articles


Journal of Applied Behavior Analysis, 6, 57-64.


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Date</th>
<th>Topic</th>
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</thead>
</table>
| 8.23 | Course Overview  
Ch 1: Introduction to behavior modification | 10.18 | Ch 17: Time-out and response cost  
Poerterfield et al. (1976)  
McSweeney (1978) |
| 8.25 | Baer et al. (1968) | 10.20 | Ch 22: Token economy  
Phillips et al. (1971) |
| 8.30 | Ch 2: Observing and recording behavior  
Ch 3: Graphing and experimental design | 10.25 | Group contingencies: Marholin & Gray (1976)  
Ch 23 (p 451-456): Behavioral contracts  
Mann (1972) |
| 9.1 | Test 1 | 10.27 | Ch: 24 Fear and Anxiety  
Leitenberg et al. (1968) |
| 9.6 | Ch 4: Reinforcement  
Miller & Miller (1970)  
DeLuca & Holborn (1992) | 11.1 | Ch 20: Self management  
Wallace & Pear (1977) |
| 9.8 | Ch 5: Extinction  
France & Hudson (1990) | 11.3 | Test 5 |
| 9.13 | Ch 7: Stimulus control  
O’Neill et al. (1980)  
Ch 8: Respondent conditioning  
Graduate school & careers |
| | Test 2 | 11.10 | Developmental disabilities: Azrin & Foxx (1971) |
| 9.20 | Ch 9 (p 159-167): Shaping  
Smeets et al. (1985)  
Ch 11 (197-210): Chaining  
Substance abuse: Sitzer et al. (1982) |
| 9.22 | Ch 19 (p 375-391): Generalization  
Pochett et al. (1981) | 11.17 | Community applications: Van Houten et al. (1985) |
| 9.27 | Ch 13: Functional analysis  
Organizational behavior management: Johnson & Fawcett (1994) |
| | Test 3 | 11.24 | Thanksgiving – No Class |
| 10.4 | Ch 15 (p 287-305): Differential reinforcement  
Liberman et al. (1973)  
Ch 16: Antecedent control  
Vollmer et al. (1993) | 11.29 | Grade review |
| 10.6 | Ch 6 & 18: Punishment | 12.1 | In class review |
| 10.11 | Linscheid et al. (1990)  
Iwata (1988) | 12.6 | Test 6 |
| 10.13 | Test 4 | | |