General
Meetings: Mondays, 5:00 pm ~ 7:30 pm Room: PSY151
Instructor: Brian Iwata (iwata@ufl.edu) Office: Psy 392
Graduate Assistants: Leah Koehler, Travis Jones
NOTE: In the past, students have contacted various graduate students asking questions or notifying us about absences. To simplify communication, we have set up a general email account (EAB4714@gmail.com). Please use this address for any email you would like to send to TAs or graduate students about course-related matters.

Description
This is a course on research methods and applications in behavior analysis. It is designed around a working laboratory so that advanced undergraduate students (you) can experience conditions similar to those encountered in graduate school. Thus, course content changes somewhat from term-to-term based on current research in progress. General topics to be covered include: observation of human behavior in applied settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment, functional analysis of behavior disorders, and intervention strategies. Although most of the assigned readings and lab work focus on specialized topics (assessment and treatment of learning and behavior disorders), the skills taught are general in nature and provide you with a strong empirical background for graduate study in a number of different areas (e.g., psychology, public health, rehabilitation, special education).

Text
All course-related information will be posted on the Canvas website. You can access the site by logging in at: https://lss.at.ufl.edu/ with your username and password (the same as your UF account). Please check the site frequently because assignment changes will be posted there.

Lab Meetings
The weekly lab meeting is held on Mondays from 5:00 until about 7:30 pm. The first half of the meeting eventually will consist of a review of ongoing research projects with all graduate and undergraduate students. The second half consists of a lecture/discussion session for undergraduate students. Attendance at these meetings is mandatory.

Lab Activities
a) You will spend six (6) lab hours per week at Sidney Lanier School. The lab schedule will be finalized in class, and your lab hours should conform to scheduled times. Permission must be obtained to make up missed hours in a timely fashion. The Lab will be open for approximately 16 weeks this term, so you will accumulate about 90 hours at the lab (Note: The distribution of holidays will require minor adjustments). There is no final exam, but lab hours will run through the end of exams (April 29). Schedule deviations that may occur during the term will be communicated to you either in class or at the lab.

b) Weekly reading assignments are listed on the class schedule. Each week you will turn in a written assignment (study question answers, summary, or critique) for one of the assigned articles (see instructions and examples posted on the website), which will be graded on a 10-point basis. In addition, a one-question quiz will be given at the beginning of each class on the other article(s). Note: Some items listed on the schedule are descriptions of current research projects (protocols). You will not write critiques for these, nor will you be quizzed on them, but you should consult them as models when preparing your own proposal (see below).

c) The data review portion of the lab class is important because it provides a forum for critical discussion of research methods. You are encouraged to listen to the discussion and to ask questions about current results and proposed procedural changes.
Proposal
The research proposal is an optional assignment, but anyone wanting to earn an “A” in the course must turn in a proposal.

a) To qualify for writing a proposal, you must have at least a B average on March 7.
b) If you plan to write a proposal, you will turn in a brief outline on March 14, which will include a one-paragraph description of the question you are asking, a brief outline of the study you will design to answer it, and at least two references on which the proposal will be based.
c) If you turn in a proposal, you will increase your final grade up to three steps (e.g., from B to B+, A-, or A), depending on the grade you receive on the proposal.

Writing Requirement
The course includes a significant writing component—weekly assignments and an optional research proposal. Most students, however, have not acquired good writing skills even by the time of graduation, so we have included several writing aids. Grammar instructions are posted on the course website, and you are encouraged to review these materials before and while preparing article summaries. You will be given feedback on writing errors made on summaries. If improvements are not seen, you may be asked to correct errors and resubmit the summary before it is graded and to meet with your assigned TA so that errors can be corrected in person. These additional procedures are designed to help you improve your writing and will be used as needed. Details will be explained further in class.

Grading
Given the numerous activities involved in this course, it is not possible to present a simple formula for determining grades. Final grades are based on the overall quality and consistency of a student’s performance across all aspects of the lab. These areas are noted below, although they are just general guidelines. Differences between grades within a category (e.g., B+, B, and B-) will be determined by considering your combination of scores.

a) Attendance: Students are expected to complete approximately 90 hr of lab work during the term. Any missed hours may result in a grade reduction, so it is critical to make up all missed lab hours. Attendance at lab meetings is mandatory; absences require prior notification if possible or immediate notification if not.
b) Written assignments: Very few students initially earn “9” points on written assignments, and improvement across the term, as well as consistency, is taken into account. A common problem is failure to consult the writing guides and failure to attend to areas of weakness identified in your summaries. Do not despair if you have a shaky start (most students do) because progress is a key determinant in your final grade. However, a consistent score of “9” should be your goal.
c) Research proposal: See above; a proposal is required for a grade of “A,” although completing a proposal does not guarantee it.
e) Lab performance: Graduate students whose lab schedules coincide with yours will evaluate your performance in the lab based on quality of work, reliability, and initiative. These ratings will be summarized as a composite score.

Student Considerations
Students needing special consideration should contact the Dean of Students office for appropriate documentation. Should any unforeseen problems arise during the term, please contact me as soon as possible.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 1.11   | Introduction                               | 1. Review of course syllabus and schedule  
2. Description of lab site duties  
3. Review of data collection and reliability  
4. Data collection and reliability assignment due this Friday (1.15) |
| 1.18   | No Class                                   | No class and lab closed Monday only – MLK Day                                                  |
| 1.25   | Applied Behavior Analysis                  | 1. Baer et al. (1968)  
2. Experimental design lecture                                                              |
| 2.1    | Preference Assessment 1                    | 1. Pace et al. (1985)  
2. Fisher et al. (1992)  
| 2.8    | Some determinants of preference            | 1. McAdam et al. (2005)  
2. *Hanley et al. (2006)  
3. DeLeon et al. (2014) |
| 2.15   | Functional Analysis 1                       | 1. Iwata, Dorsey, et al. (1994/1982)  
| 2.22   | Functional Analysis 2                       | 1. O’Reilly et al. (2009)  
2. Roscoe et al. (2009)  
3. *Querim et al. (2013) |
| 2.29   | No Class – Spring Break                    | NOTE: If you will be in town, you can schedule lab hours this week and skip lab hours during finals week |
2. Iwata et al. (1990)  
3. Roscoe et al. (1998) |
2. Haddock (protocol) |
| 3.21   | Vicarious punishment                        | 1. Van Houten et al. (1982)  
2. Koehler (protocol) |
| 3.28   | Ratio strain                               | 1. Volkert et al. (2009)  
2. Haddock (protocol) |
| 4.4    | The shock controversy                       | 1. Linscheid et al. (1990) |
| 4.11   | Professional development & Ethical issues in behavior analysis | 1. BACB compliance code (2014)  
2. Proposals due today |
| 4.18   | Proposal presentations                      | Lab schedule runs through 4.29                                                              |
Assigned Readings: Fall 2015

*Indicates article for which summary will be written

1.25: Applied behavior analysis

2.1: Preference assessment - 1

2.8: Some determinants of preference

2.15: Functional analysis - 1

2.22: Functional analysis – 2

3.7: Treatment of problem behavior

3.14: Stereotypy

Haddock, J. (protocol). Automatic reinforcement

3.21: Vicarious punishment

Koehler, L. (protocol).

3.28: Ratio strain

Haddock (protocol)

4.4: The shock controversy

4.11: Professional Development and Ethical Issues in Behavior Analysis