

BEHV 3660
SURVEY OF APPLIED BEHAVIOR ANALYSIS LITERATURE
Fall 2016

Instructor:

Meranda O'Gorman, M.S.

Office Hours:

Monday 2:30-5:00 pm
And by appointment
Room 361E Chilton Hall
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Course Meeting Information:

Tuesday & Thursday 12:30-1:50 pm
GATE 131

Course Tutoring:

Haven Niland

Tuesday 10:00-12:00 pm; 2:00-4:00 pm
Wednesday 4:45-5:45 pm
Thursday 10:00-1:00 pm; 3:30-4:30 pm
Friday 1:00-2:00 pm
Room 361E Chilton Hall
HavenNiland@my.unt.edu

ADA Statement

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Please present your written request to me before the 3rd class meeting.

SUCCEED AT UNT

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Show Up

Active involvement allows you to make the most of your experience. Participate, ask questions, and engage in BEHV 3660 learning opportunities.

Find Support

Create study groups with your classmates and visit the course tutor for on-going support.

Take Control

If you feel as if you need greater support after the first exam (or would just like to enhance your academic skills), meet with the course tutor and learn ways to better structure and analyze your behavior so you can succeed.

Be Prepared

Do the readings before class and study before each test.

Get Involved

Explore areas within behavior analysis by attending BAASA meetings, Friday BARC presentations, and volunteering in DBA labs and service settings.

Be Persistent

"The man who removes a mountain begins by carrying away small stones." Chinese Proverb

COURSE OBJECTIVES

The purpose of this class is to introduce the student to the field of Applied Behavior Analysis (ABA), the wide range of application areas within the field, and its usefulness in addressing the problems of modern day society. The course is also designed to teach the student skills to thoughtfully analyze applied research and develop a meaningful understanding of how ABA benefits individuals and society. Specific course objectives include:

1. Describe and discuss dimensions of Applied Behavior Analysis (ABA).
2. Describe domains of research in ABA (populations, importance, & issues).
3. Describe essential elements of an experiment in ABA (informative introduction, technically-sound descriptions of procedures, useful and ethical experimental design, meaningful dependent variables, reasonable and conceptually systematic interpretations).
4. Develop critical and constructive evaluations of research in ABA (contributions, limitations, and directions).
5. Summarize and present one experiment from the ABA research literature.
6. Design a plausible experiment in one domain of ABA.
7. Use library, internet, and other resources to access relevant studies in the behavior analytic research literature.
8. Enhance skills related to effective professional conduct (self-directed learning, civil and considerate behavior, thoughtful discussion, cooperative project work, polished work products).

REQUIRED MATERIALS

- *Course workbook* You are required to purchase the course workbook from CopyPro (1300 W. Hickory, Denton, TX 76201).
- *Journal of Applied Behavior Analysis* <http://seab.envmed.rochester.edu/jaba/>
- *Science and Human Behavior* <http://bfskinner.org/wp-content/uploads/2013/08/ScienceHumanBehavior.pdf>
- Students will also be required to conduct independent literature searches.

STUDENT ACTIVITIES, REQUIREMENTS, AND POINT ALLOCATIONS

Activity	Requirements	Points
Course Workbook	Workbooks will be graded at the end of the semester. Students will complete experiment analysis forms for each of the experimental articles in the topic areas.	22 points
Research Review (<i>Behavior Analysis Quarterly</i>)	Students are to summarize and present one experimental article. Sample reviews will be provided. Each student will give the class a 5-minute presentation that includes a digital handout (summary and graph).	20 points
Study Proposal	Students will propose the design of a plausible experiment in ABA (describing a problem of social importance, dependent and independent variables an experimental design, probable results, discussion and reflection). The written paper will be submitted and a short summary will be presented in class at the end of the semester.	28 points
Exams	Students will take three cumulative exams. These will cover all readings, course lectures, and class discussions. The format will be essay, short answer and multiple-choice.	30 points total Exam I: 5 Exam II: 10 Exam III: 15
TOTAL POINTS		100

Grading Scale

A= 100-90, B=89-80, C=79-70, D=69-60, F= 59 or below

STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available **November 21** to provide you with an opportunity to evaluate how this course is taught. For the fall 2016 semester you will receive an email on **November 21 (12:01 a.m.)** from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox.



COURSE SCHEDULE FALL 2016

Date	Topic	Readings	Assignments Due
Aug. 30	Course Overview	Syllabus Review Looking towards the future: Concerns and Hopes Ask questions☺	
UNIT I			
Sept. 1	Science, Behavior, and Applied Behavior Analysis	Reading 1: Skinner (2005) Chapters 1&2	
Sept. 6	Dimensions of ABA	Reading 2: Baer, Wolf, & Risley (1968)	
Sept. 8	Understanding Research Methods	Reading 3: Horner et al. (2005)	
Sept. 13	Understanding Research Scope	Reading 4: Wolf (1978)	
Sept. 15	UNIT 1 Exam	Covers materials from 8/30 to 9/13	
UNIT II			
Sept. 20	Reviewing Research	Reading 5: LeBlanc et al. (2003)	
Sept. 22	Preparing a Research Review	Examples and Instructions Topics and date assignments	
Sept. 27	Protected Populations Overview	Reading 6: Bannerman et al. (1990)	Article Approval for Research Review (email Haven) by 12:30 pm
Sept. 29	Learning to Self-Correct	Reading 7: Pelaez et al. (2012) Reading 8: McClannahan & Risley (1975)	
Oct. 4	Disabilities Overview	Reading 9: Risley (1996)	
Oct. 6	Learning to Self-Correct	Reading 10: Ellis et al. (2006) Reading 11: Green & Reid (1999)	
Oct. 11	Gerontology Overview	Reading 12: Turner & Mathews (2013) Reading 13: Green, Linsk, & Pinkston (1986) Reading 14: Dwyer-Moore & Dixon (2007)	Submit Research Review to Blackboard by 12:30 pm

Oct. 13	Gerontology Research	Review Presentations	
Oct. 18	Education Overview	Reading 15: Twyman (2014) Reading 16: Hall, Lund, & Jackson (1968) Reading 17: Ross & Horner (2009)	
Oct. 20	Education Research	Review Presentations	
Oct. 25	Healthcare Overview	Reading 18: Lichtenstein (1997) Reading 19: Elder et al. (1988) Reading 20: Kazbour & Bailey (2010)	
Oct. 27	Healthcare Research	Review Presentations	
Nov. 1	UNIT II Exam	Covers material from 8/30 to 10/27	
UNIT III			
Nov. 3	Preparing a Research Proposal	Reading 21: Risley (2002) History of Behavioral Therapies	
Nov. 8	Health and Fitness Overview	Reading 22: Martin & Tkachuk (2000) Reading 23: Quinn, Miltenberger, & Fogel (2015) Reading 24: Boyer et al. (2009)	
Nov. 10	Health and Fitness Research	Review Presentations	
Nov. 15	Non-Human Welfare Overview	Reading 25: Edwards & Poling (2011) Reading 26: Dorey et al. (2009) Reading 27: Ferguson & Rosales-Ruiz (2001)	
Nov. 17	Non-Human Welfare Research	Review Presentations	
Nov. 22	No Class		
Nov. 24	No Class	Thanksgiving Break	
Nov. 29	The Community and Environment Overview	Reading 28: Lehman & Geller (2004) Reading 29: Fawcett (1991) Reading 30: Bekker et al. (2010) Reading 31: O'Connor, Lerman, & Fritz (2010)	
Dec. 1	The Community and Environment Research	Review Presentations	Submit Study Proposals to Blackboard by 12:30 pm
Dec. 6	Proposal Presentations	5 min presentations	Workbooks are DUE During Class

Dec. 8	Proposal Presentations	5 min presentations	
Dec. 15 Thurs.	UNIT III EXAM 10:30am-12:30pm	Covers material from 8/30 to 12/8	

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