

BEHV 3660
SURVEY OF APPLIED BEHAVIOR ANALYSIS LITERATURE
Spring 2016

Teaching Fellow:

Meranda O'Gorman, B.A.

Office Hours:

Tuesday/Thursday 2:30-4:30pm

And by appointment

Room 361E Chilton Hall

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Faculty Supervisor:

Shahla Ala'i-Rosales, Ph.D., BCBA-D

Course Meeting Information:

Tuesday & Thursday 11:00am -12:20pm
Sage 330

Course Tutoring:

Owen Adams

Mon/Wed 10:00am-1:00pm

Fri 10:00-11:00am and 1:00-3:00pm

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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

succeed.unt.edu

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 **April 18th – May 1st** to provide you with an opportunity to

evaluate how this course is taught. For the spring 2016 semester you will receive an email on **April 18th (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 Spring 2016

Date	Topic	Readings	Assignments Due
Jan. 19	Course Overview	Syllabus Review Looking towards the future: Concerns and Hopes Ask questions☺	
UNIT I			
Jan. 21	Science, Behavior, and Applied Behavior Analysis	Reading 1: Skinner (2005) Chapters 1&2	
Jan. 26	Dimensions of ABA	Reading 2: Baer, Wolf, & Risley (1968)	
Jan. 28	Understanding Research Methods	Reading 3: Horner et al. (2005)	
Feb. 2	Understanding Research Scope	Reading 4: Wolf (1978)	
Feb. 4	UNIT 1 Exam	Covers materials from 1/19 to 1/28	
UNIT II			
Feb. 9	Reviewing Research	Reading 5: LeBlanc et al. (2003)	
Feb. 11	Preparing a Research Review	Examples and Instructions Topics and date assignments	
Feb. 16	Protected Populations Overview	Reading 6: Bannerman et al. (1990)	Article Approval for Research Review (email Owen) by 11am
Feb. 18	Learning to Self-Correct	Reading 7: Pelaez et al. (2012) Reading 8: McClannahan & Risley (1975)	
Feb. 23	Disabilities Overview	Reading 9: Risley (1996)	
Feb. 25	Learning to Self-Correct	Reading 10: Ellis et al. (2006) Reading 11: Green & Reid (1999)	
Mar. 1	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 11am

Mar. 3	Gerontology Research	Review Presentations	
Mar. 8	Education Overview	Reading 15: Twyman (2014) Reading 16: Hall, Lund, & Jackson (1968) Reading 17: Ross & Horner (2009)	
Mar. 10	Education Research	Review Presentations	
Mar. 14-20	Spring Break		
Mar. 22	Healthcare Overview	Reading 18: Lichtenstein (1997) Reading 19: Elder et al. (1988) Reading 20: Kazbour & Bailey (2010)	
Mar. 24	Healthcare Research	Review Presentations	
Mar. 29	UNIT II Exam	Covers material from 1/19 to 3/24	
UNIT III			
Mar. 31	Preparing a Research Proposal	Reading 21: Risley (2002) History of Behavioral Therapies	
Apr. 5	Health and Fitness Overview	Reading 22: Martin & Tkachuk (2000) Reading 23: Quinn, Miltenberger, & Fogel (2015) Reading 24: Boyer et al. (2009)	
Apr. 7	Health and Fitness Research	Review Presentations	
Apr. 12	Non-Human Welfare Overview	Reading 25: Edwards & Poling (2011) Reading 26: Dorey et al. (2009) Reading 27: Ferguson & Rosales-Ruiz (2001)	
Apr. 14	Non-Human Welfare Research	Review Presentations	
Apr. 19	Relationships Overview	Reading 28: Sanders (1999) Reading 29: Jacobson (1977) Reading 30: Green & Reid (1999)	
Apr.21	Relationships Research	Review Presentations	

Apr. 26	The Community and Environment Overview	Reading 31: Lehman & Geller (2004) Reading 32: Fawcett (1991) Reading 33: Bekker et al. (2010) Reading 34: O'Connor, Lerman, & Fritz (2010)	
Apr. 28	The Community and Environment Research	Review Presentations	Submit Study Proposals to Blackboard by 11am
May 3	Proposal Presentations	5 min presentations	
May 5	Proposal Presentations	5 min presentations	
Tues. May 10	UNIT III EXAM 10:30am-12:30pm	Covers material from 1/19 to 5/5	Workbooks Due

References

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