Applied Behavior Analysis Basic Principles  
EDF 6215  
Fall 2012  
M and W 9:00 – 11:00  
MHC 1503

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Office fax: (813) 974 6115  
E-mail: miltenbe@usf.edu  
Office hours: arranged

Prerequisites: Enrollment in the Master’s Program in Applied Behavior Analysis or permission of the instructor.

Readings:  


Research articles – mostly from JABA. Go to the JABA web site to retrieve articles. (http://seab.envmed.rochester.edu/JABA/)

Course Description

This first, graduate level, 60-hour course provides the student with an introduction to the concepts and principles of Behavior Analysis. This course will be the first step in becoming prepared to sit for the Behavior Analyst Certification Board exam. This course emphasizes Content Area 2 (definition and characteristics principles, processes, and concepts), and Content Area 6 (behavior change procedures) of the BACB Coursework Content Areas (BACB.com).

Course Objectives

- Describe the history and defining features of applied behavior analysis.
- Describe the goals and methods of research in applied behavior analysis.
• Identify, explain, and apply basic behavior analytic principles.
• Describe behavior change procedures and their relationship to basic behavioral principles.
• Describe the functional model of intervention selection and application.
• Write a review paper utilizing APA format successfully

Course Assignments

Tests: There will be 5 short answer essay tests (about every 3 weeks). The tests will cover material from the readings and from lecture. The tests will be given in the first half of the class period, except for the final test during finals week.

Quizzes: There are three quizzes at the end of each chapter in the Miltenberger text book. Prior to class time, students must complete all three quizzes from the chapters scheduled for that day. At the beginning of class students will hand in one quiz (chosen by me) from each chapter. There also may be quiz questions over the journal articles assigned for a particular day.

Class presentation: Each student will do a PowerPoint presentation in which the student will summarize and lead a discussion over one of the research articles listed in the syllabus. In the presentation, the student will describe a) the purpose of the study with reference to prior research, b) the method (data collection and procedures), and c) the results with reference to the figures. The student will then lead class discussion on relevant issues from the article.

Paper: Students will have a series of writing assignments to complete for class. Students will read, summarize, and critique behavior analysis research. Details on the writing assignments will be forthcoming.

Course Grade

Your grade for the course will be calculated according to the following:

Tests 70%
Quizzes 15%
Paper 10%
Presentation & Class participation 5%

A+ = 98 - 100%
A = 93 – 97%
A- = 90 - 92%
B+ = 88 – 89%
B = 83 – 87%
B- = 80 - 82%
C+ = 78 - 79%
C = 73 – 77%
C- = 70 – 72%
D = 60 - 69%
F = < 60%

Attendance and participation

Your attendance in class is expected. As a graduate student you will actively participate in class discussions and activities. You will not miss class except for an illness or emergency (do not schedule a trip during any class meeting dates, do not schedule meetings during class times, do not stay home from class to study for a test in another class, etc.). If you must miss a class due to illness or emergency, you are responsible for anything that happens in class including announcements, changes in assignments, quizzes, additions or deletions from the syllabus, change in class schedule, etc. I expect to be informed in advance (phone or e-mail) and provided with an explanation if you will be absent from class.

Your behavior in class is expected to be professional. You are expected to pay attention to PowerPoint presentations from the instructor and from classmates. Paying attention includes looking at the presenter and slides, asking questions, answering questions, taking notes, and using the white boards when asked. Unacceptable behavior in class includes using your phone for any reason, using your computer for any reason except note taking, any engaging in rude or disrespectful behavior. If you must take a call or receive a text due to an emergency (e.g., you have a client in crisis, you are waiting for a call from a sick family member) you must leave the class to receive the call or text or make a call or text. Otherwise, students must not have a phone out of their pocket, purse, or handbag in class. Phones must be set on silent or vibrate in class. Students using computers or tablets in class to take notes cannot be connected to the internet (no email, Facebook, or web browsing) and cannot work on other class or work assignments.

**If a student misses a class, the student must hand in the answers to all three quizzes and the Practice Test questions at the end of the chapters assigned for that day. If research articles are assigned, the student will write a two page summary of each of the articles. The quiz and practice test answers and/or article summaries will be typed in a Word document and sent to the instructor electronically before the next class period.

Cheating and Plagiarism

See the policy in the USF Graduate Catalog. If you are caught cheating or plagiarizing in this course, you will receive a “0” for the assignment and possible termination from the course. Cheating may mean using a previous or another student's project and turning it in as your own. Plagiarizing means turning in written work that includes copyrighted material taken from someone else, without using quotation marks or otherwise giving proper credit to the true author. In
other words, plagiarism is the presentation of an author’s work in a way that the material might be mistaken to be your own.

USF’s Policy on Religious Observances

"No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief in accordance with the University policy on observance of religious holy days. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the dates to the instructor, in writing, by the second class meeting."

Audio or Video Recording Policy

You must obtain advance written permission from the Instructor prior to audio recording or video recording any lecture or discussion with the Instructor. Suitable reasons may include a reasonable accommodation for a disability. However, students are not permitted to sell notes or tapes of class lectures.

Emergency Planning

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Course Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>Class overview</td>
<td>M, 1, 2, 3 (M = Miltenberger)</td>
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<td>Aug 29</td>
<td>Introduction to ABA</td>
<td>CHH, 1 (CHH = Cooper, Heron &amp; Heward)</td>
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<td>Recording and graphing behavior</td>
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<td>Sept 3</td>
<td>Labor Day – no class</td>
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<td>Overview of Basic Principles</td>
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<td>Sept 5</td>
<td>Reinforcement</td>
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<td>Date</td>
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<tr>
<td>Sept 10</td>
<td>Extinction</td>
<td>M, 5</td>
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<td>Sept 12</td>
<td>Test 1</td>
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<td>Sept 17</td>
<td>Punishment</td>
<td>M, 6</td>
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<td>Stimulus control</td>
<td>M, 7</td>
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<td>Lalli, Mace Livezay, &amp; Cates (1998)</td>
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<td>Sept 19</td>
<td>Respondent conditioning</td>
<td>M, 8</td>
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<td>Sept 24, 26</td>
<td>Verbal behavior and rule governed behavior</td>
<td>CHH, 25, pp 527-534</td>
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<td>Wallace et al. (2006)</td>
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<td>Lerman et al. (2005)</td>
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<td>Oct 1</td>
<td>Test 2</td>
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<td>Behavioral Acquisition:</td>
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<td>Oct 3</td>
<td>Shaping</td>
<td>M, 9, 10</td>
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<td>Prompting and transfer of stimulus control</td>
<td>Scott, Scott, &amp; Goldwater (1997)</td>
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<td>Oct 8</td>
<td>Behavioral chaining</td>
<td>M, 11, 12</td>
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<td>Behavioral skills training</td>
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<td>Oct 10</td>
<td>Behavioral acquisition readings</td>
<td>Azrin &amp; Foxx (1971)</td>
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<td></td>
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<td>Page, Iwata, &amp; Neef (1976)</td>
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<td>Lumley et al. (1998)</td>
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<td>Himle et al. (2004)</td>
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<td>Oct 15</td>
<td>Behavioral acquisition readings</td>
<td>Stokes et al. (2010)</td>
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<td>Boyer et al. (2009)</td>
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<td>BenitezSantiago &amp; Miltenberger (2011)</td>
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<td>Nov 17, 22, 24</td>
<td>Functional assessment and functional analysis</td>
<td>M 13</td>
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<td>Carr, Newsom, &amp; Binkoff (1980)</td>
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<td>Vollmer, Marcus, Ringdahl, &amp; Roane (1995)</td>
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<td>Rapp et al. (1999)</td>
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</tbody>
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| Oct 31, Nov 5,7 | Differential reinforcement/extinction | M, 14, 15  
Iwata, Pace, Cowdery, & Miltenberger (1994)  
Vollmer et al. (1993)  
Vollmer, Marcus, & Ringdahl (1995)  
Kahng et al. (1997)  
Steege et al. (1990) |
| Nov 14, 19 | Antecedent manipulations | M, 16  
Miltenberger (2006)  
Stephenson & Hanley (2010)  
Romaniuk et al. (2002)  
Kennedy (1994)  
O’Reilly (1997)  
Carr, Smith et al. (2003)  
Carr, Magito-McLaughlin et al. (2003) |
| Nov 21 | Test 4 | |
| Nov 26, 28 | Punishment  
Promoting generalization | M, 17, 18, 19  
Hanley et al. (2005)  
Vorndran & Lerman (2006) |
| Dec 3, 5 | Other behavior analysis interventions-  
habit reversal  
behavioral contracts  
token economies  
fear/anxiety reduction  
cognitive behavior modification | M, 21  
M, 22  
M, 23  
M, 24  
M, 25 |
| Dec 10 | Final test | |

**References**


