BEHV 3660
SURVEY OF APPLIED BEHAVIOR ANALYSIS LITERATURE
Fall 2015

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

Office Hours:
Tues/Thurs 8:30am -10:30am
And by appointment
Room 361D Chilton Hall
srosales@unt.edu

Course Meeting Information
Tuesday & Thursday 12:30pm -1:50pm
Sage 231

Course Tutoring:
Meranda O'Gorman
Mon 10:00 AM – 12:00 PM
Wed/Thurs 3:30 PM – 5:30 PM
Fri 1:00 PM – 2:30 PM
Room 361 E Chilton Hall
meranda.ogorman@gmail.com

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 3660 learning opportunities.

Find Support
Create study groups with your classmates and visit Meranda, 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/
- Students will also be required to conduct independent literature searches
### Student Activities, Requirements, and Point Allocations

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<thead>
<tr>
<th>Activity</th>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td><strong>Course Workbook</strong></td>
<td>Each class period students are required to respond to the content of the class lesson. Students will complete an experiment analysis form for each of the experimental articles and provide reactions for each peer research review presentation. If there is an excused absence, a copy of the documentation and a verification number should be attached to the missed lesson.</td>
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<tr>
<td><strong>Research Review</strong> (Behavior Analysis Quarterly)</td>
<td>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).</td>
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<td><strong>Study Proposal</strong></td>
<td>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 and discussion and reflection). The written paper will be submitted and a short summary will be presented in class at the end of the semester.</td>
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<td><strong>Exams</strong></td>
<td>Students will take two cumulative exams. These will cover all readings, course lectures, and class discussions. The format will be essay, short answer and multiple-choice</td>
<td>40 <strong>total</strong></td>
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<td><strong>TOTAL POINTS</strong></td>
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<td><strong>100</strong></td>
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**Grading Scale**  
A= 100-90, B=89-80, C=79-70, D=69-60, F=59 or below

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**Extra Credit:** One extra credit assignments will be offered. The assignment will include an analysis of the dimensions of applied behavior analysis in the context of experimental research articles not reviewed in the course.
# Course Schedule Fall 2015

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Course Overview</td>
<td>Syllabus Review&lt;br&gt;Looking towards the future: Concerns and Hopes&lt;br&gt;Ask questions😊</td>
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<tr>
<td>Sept. 1</td>
<td>Understanding Research Methods</td>
<td>Reading 3: Horner et al. (2005)</td>
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<tr>
<td>Sept. 3</td>
<td>Understanding Research Scope</td>
<td>Reading 4: Wolf (1978)</td>
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<td>Sept. 8</td>
<td>Reviewing Research</td>
<td>Reading 5: LeBlanc et al. (2003)</td>
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<td>Sept. 10</td>
<td>Preparing a Research Review</td>
<td>Examples and Instructions&lt;br&gt;Topics and date assignments</td>
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<td>Sept. 15</td>
<td>Protected Populations Overview</td>
<td>Reading 6: Bannerman et al. (1990)&lt;br&gt;Reading 7: Pelaez et al. (2012)&lt;br&gt;Reading 8: McClannahan &amp; Risley (1975)</td>
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<tr>
<td>Sept. 17</td>
<td>Protected Populations Research</td>
<td>Review Presentations</td>
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<tr>
<td>Sept. 24</td>
<td>Disabilities Research</td>
<td>Review Presentations</td>
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<tr>
<td>Oct. 1</td>
<td>Gerontology Research</td>
<td>Review Presentations</td>
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<tr>
<td>Oct. 8</td>
<td>Education Research</td>
<td>Review Presentations</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Exam I</td>
<td>Covers material from 8/25 to 10/8</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<td>Oct. 22</td>
<td><strong>Healthcare Research</strong></td>
<td>Review Presentations</td>
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Reading 23: Kazbour & Bailey (2010)  
Reading 24: Foxx & Rubinoff (1979) |
| Oct. 29   | **Addictions Research**                    | Review Presentations                                                        |
| Nov. 3    | **Health and Fitness Overview**            | Reading 25: Martin & Tkachuk (2000)  
Reading 26: Quinn, Miltenberger, & Fogel (2015)  
Reading 27: Boyer et al. (2009) |
| Nov. 5    | **Health and Fitness Research**            | Review Presentations                                                        |
Reading 29: Dorey et al. (2009)  
Reading 30: Ferguson & Rosales-Ruiz (2001) |
| Nov. 12   | **Relationships Overview & Research**      | Reading 31: Sanders (2009)  
Reading 32: Jacobson (1977)  
Reading 33: Green & Reid (1999) |
| Nov. 17   | **The Community and Environment Overview** | Reading 34: Lehman & Geller (2004)  
Reading 35: Fawcett (1991)  
Reading 36: Bekker et al. (2010)  
| Nov. 19   | **The Community and Environment Research** | Review Presentations  
Course Workbook Due                                                        |
| Nov. 24   | **NO CLASS**                               | *Meet with instructor*                                                      |
| Nov. 26   | **NO CLASS**                               | *HAPPY THANKSGIVING*                                                        |
| Dec. 1    | **Proposal Presentations**                 | 5 min presentations                                                         |
| Dec. 3    | **Proposal Presentations**                 | 5 min presentations                                                         |
| Dec. 10th | **UNIT II EXAM**                           | 10:30 am -12:30 pm  
Covers material from 8/25 to 12/3                                        |
References


Koegel, & G. Dunlap (Eds.), Positive behavioral support: Including people with difficult behavior in the community (pp. 425-437). Baltimore: Brookes.


