

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES**

HS1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

Winter 2008 - January 7 to April 11, 2008

Location: A213

Times: Monday and Wednesday: 10:00 - 11:20

Instructor: Tanya Ray

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COURSE DESCRIPTION:

This course provides students with the tools needed to design, apply and evaluate both simple behaviour change and behaviourally based instructional programs. These strategies are applied to helping people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their communities. Students will be taught to develop, use, and evaluate behavior change programs. Application of assessment skills covered in HS1102: Behavioural and Functional Assessment will be required to identify appropriate goals and to assess the effectiveness of interventions.

The course will begin with task analysis and introduce ecological inventories as a functional assessment tool. Principles of Applied Behaviour Analysis will be addressed next and we will conclude with an overview of general learning principles.

PREREQUISITES:

RP 1100: Human Services Values and Issues

HS 1102: Behavioral and Functional Assessment

CLASS FORMAT:

Classes will use a variety of formats. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

Student participation in learning activities is vital to this course. According to Edgar Dale's (University of Texas) research, WE TEND TO REMEMBER 10% OF WHAT WE READ, 20% OF WHAT WE HEAR, 30% OF WHAT WE SEE, 50% OF WHAT WE HEAR AND SEE, 70% OF WHAT WE SAY AND 90% OF WHAT WE BOTH SAY AND DO.

Strategies promoting active learning are, therefore, critical to this course. Learners must come to classes **PREPARED**, with assigned readings and exercises thoughtfully completed, and **ON TIME** in order to be able to fully participate and benefit from classroom learning activities.

CLASSROOM CLIMATE

The development and maintenance of a **CLASSROOM CLIMATE** conducive to learning is a shared responsibility. Each and every learner along with the instructor contributes. If we work together we can make our classes enjoyable and productive. Stay on topic. Avoid personal and private conversations. Ask for clarification whenever you need it. Often you'll find many of your classmates need the same clarification. Your questions will enhance your learning and the learning of others. Hard as it may be, teach yourself to leave problems and issues not related to the course at the classroom door.

ACADEMIC RESPONSIBILITIES AND PROFESSIONALISM

Students are advised to familiarize themselves with Grande Prairie Regional College's Academic Regulations regarding Student Conduct as described on pages 43 to 47 of the College Calendar. Pay particular attention to the regulations on Cheating and Plagiarism.

The following responsibilities are highlighted as they apply directly to classroom climate.

It is your responsibility to arrive on time. Late arrivals are disruptive to classes. If you do arrive late, minimize your disruption of the class by sitting in the first available seat next to the door, taking out your materials quietly and getting to work. Do not disrupt the class by making your way to your usual seat or by asking classmates what you have missed. It disrupts the class's learning as attention is shifted from class content to addressing your needs. Questions asked of the instructor that would have been unnecessary had you arrived on time will not be answered during classes. Learners will be responsible for using course materials to find the information they need.

It is your responsibility to attend all classes. The importance of ATTENDANCE cannot be overemphasized. Learners cannot benefit from active learning strategies if they are not present and the class is denied the participation and input of one of their valued peers. If you must be absent from a class, it is your responsibility to obtain missed material from classmates. If you need further explanation after having reviewed this material, the instructor will be available to you.

It is your responsibility to participate and request clarification. Active participation will facilitate student learning. Student responsibility for requesting clarification reflects the instructor's recognition that students are responsible for their own learning. Only you know when you need help.

COURSE OBJECTIVES:

Learners will demonstrate knowledge and application of

Module 1

1. Task Analysis
2. Individualized functional assessment tools
 - a. Ecological inventories
3. Single-Subject Designs
 - a. AB
 - a. Changing criterion
 - a. Changing conditions
4. Techniques for Increasing Behavior
 - a. Rewarding Behaviour: Positive Reinforcement
 - b. Effectiveness of Reinforcers
 - c. Types of Reinforcers
 - d. Schedules of Reinforcement

Module 2

5. Techniques for Decreasing Behavior
 - a. Differential Reinforcement Strategies
 - b. Extinction
 - c. Response Cost
 - d. Time Out
 - e. Presentation of Aversive Stimuli (punishment)
6. Token Economies and Contracting
7. Techniques for Teaching New Behaviors
 - a. Stimulus Control
 - b. Discrimination Training
 - c. Prompting and Fading
 - a. Task analysis and Chaining
 - Forward
 - Backward
 - Total Task Presentation
 - Shaping

Module 3

8. Self-Management Strategies
9. Techniques for Promoting Generalization of Behavior Change
 - a. Stimulus Generalization
 - b. Maintenance
 - c. Training Generalization
10. General Learning Principles
 - a. Authentic Learning
 - b. Learning without Labels
 - c. Stages of Learning

- d. Mistakes as Learning Opportunities
- e. Expectancy
- f. Motivation
- g. From Simple to Complex
- h. Support

REQUIRED TEXT:

Alberto, Paul A. and Troutman, Anne C. (2006) Applied Behaviour Analysis for Teachers, 7th ed., Columbus, Ohio: Charles Merrill Publishing Company.

Martin, Gary, and Pear, Joseph. (2002) Behaviour Modification: What it Is and How To Do It, 7th ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

Other assigned readings:

Texts may be supplemented by other assigned readings which will be made available by the instructor.

STUDENT SUPPORT

1. The Learning Centre is available to help students with academic skills. In addition the Learning Centre offers a variety of workshops that focus on academic success skills. Brochures describing these sessions are available at the Learning Centre in the library. Program graduates who have attended these sessions have reported that the strategies they learned were extremely helpful and contributed to their academic success. Students are encouraged to attend these sessions. (You will be happy that you did!)
2. N.Q.A. (No Questions Asked) coupons worth 5 days of extensions on assignments will be distributed early in the semester. Students are advised to use these coupons wisely. All other extensions will not be considered. If there are "extenuating circumstances" (ie: you are in the hospital) you must speak to the instructor **prior to** the due date to set up a new due date.

When submitting a late assignment include both due date and date submitted on the cover page. Attach your NQA coupon(s).

NOTE: Weekends, holidays and school days are ALL Included in the calculation of days late.

GENERAL ASSIGNMENT REQUIREMENTS

Assignments must be typed on a word processor with a spell check function. They must be double spaced and, if hard copies are to be submitted, they must be printed on only one side of the page and have at least one inch margins. These requirements enable the instructor to return assignments in a timely manner and to provide students with meaningful written feedback. The Alpha system will be used in grading assignments. (see GRADING).

All assignments, whether submitted electronically or in hard copy, must have a cover page with the following information.

- a. Course name and number
- b. Assignment name
- c. Your name and student number
- d. Due data (and date submitted if the assignment is late)
- e. Instructor's name

You are required to keep either a hard copy or an electronic copy of everything you submit. If an assignment goes missing the student is responsible for submitting a second copy. The instructor will not excuse assignments due to loss or misplacement.

STUDENT EVALUATION:

1. **Assignments (60%)**

The following is a brief description of the course assignments. The detailed guidelines for each assignment will be distributed in class. See the class schedule for due dates of each assignment.

A. **Self-Management Project (30%)**

The Self-Management Project must target a behaviour for increase.

The project which will include:

- i. identification and operational definition of a target behaviour
- ii. rationale for targeting the behaviour
- ii. choice of design with rationale
- iii. description of baseline method
- iv. report of baseline results
- v. behavioural objective
- vi. description of intervention method
- vii. report of intervention results
- viii. discussion of the results with implications for future programming

NOTE:

Students who targeted a behaviour for increase in HS1102 may choose to follow up on the Self-Management Project begun last semester. Steps (i) - (vi) above can be drawn from last semester's assignment. It will, however, be necessary to collect new baseline data. Last semester's data is no longer current.

B. ABA (Applied Behavioural Analysis) and My Life (30%)

Students will define each of the following behavioural concepts and provide examples of personal life experiences that illustrate it. This assignment will be broken into segments, each to be completed by the end of the unit which covers the specific concept.

- Positive Reinforcement
- Negative Reinforcement
- Types of Reinforcement
- Schedules of Reinforcement
- Token Economy
- Differential Reinforcement Strategies for Decreasing Behaviour
- Extinction
- Response Cost
- Time Out
- Presentation of Aversive Stimuli & Overcorrection
- Discrimination Training & Concept Formation
- Prompting and Fading Prompts
- Chaining
- Shaping
- Generalization

2. Tests - 30%

There will be three Unit Tests worth 30% cumulatively. Each test will not be cumulative; however concepts learned in each unit are built upon in the next. To be flexible I will distribute the marks as follows:

Best test score = 15%

2nd best test score = 10%

3rd best test score = 5%

What this does is allow you a second chance of redeeming yourself! After all - everyone has bad days!

Any student not able to write a **test** on the date scheduled must speak with the instructor **BEFORE** the test providing reasons for not writing at that time. The instructor reserves the right to determine if the absence will be excused. A doctor's note may be required. Should it be agreed to excuse the absence, an alternate date and time will be set. A grade of '**F**' will be

assigned for the test if the absence is unexcused or if the student fails to write on the alternate date.

NOTE:

Only ONE alternate writing time will be scheduled regardless of the number of students involved. Every effort will be made to schedule the alternate writing at a mutually convenient time.

3. Attendance/participation - 10%

The decision on distribution of these marks will be discussed in class.

4. Assignments and final grades will be based on the following 4-point grading system: A letter grade of "D" is required to pass this course.

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80- 84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49