GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES

HS1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

Winter 2007 - January 8 to April 11, 2007

Location: J204
Times: Monday and Wednesday: 10:00 - 11:20

Instructor:	Marsha Zalik
Office:	Room H132
Phone:	539-2709
Email:	Please use the Blackboard email function
Office Hours:	Tuesday: 2:00 – 3:30
	Wednesday: 1:00 – 2:30

COURSE DESCRIPTION:

Formerly RP1202 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 HS1102: Behavioural and Functional and Assessment will be required to identify appropriate goals and to assess the effectiveness of interventions.

The course will begin with a review of 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:

RP1100:   Human Services Values and Issues
RP1102:   Observation and Assessment

CLASS FORMAT:

This is a **Web-enhanced course** with extensive utilization of **Blackboard.**

A Web-enhanced course uses the web to supplement classroom instruction. You will need to use Blackboard for
- Course announcements
- The semester plan outlining what is to be covered in each class
- Homework and assigned reading
- Assignment guidelines
- Assignment submission and pick up
- Examples of completed assignments
- Handouts (Paper copies will not be provided.)
- Copies of PowerPoint slides from class lectures.
- Discussions.
- Links to sites on the World Wide Web

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 Blackboard and from classmates. If you need further explanation after having reviewed this material, the instructor will be available to you.

Students' grades will be reduced by one quarter of a grade for every five hours or part of five hours missed. (e.g. 'B' would be reduced to 'B-') to a maximum of one half grade (e.g. 'B+' would be reduced to 'C')

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.   Individualized functional assessment tools
        a.   Ecological inventories

2.   Single-Subject Designs
        a.   AB
        b.   Changing criterion
        c.   Changing conditions

3.   Techniques for Increasing Behavior

        a.   Rewarding Behaviour: Positive Reinforcement

        b.   Effectiveness of Reinforcers

        c.   Types of Reinforcers

        d.   Schedules of Reinforcement

Module 2

4.   Techniques for Decreasing Behavior

        a.   Differential Reinforcement Strategies

        b.   Extinction

        c.   Response Cost

     d.   Time Out

     e.   Presentation of Aversive Stimuli (punishment)

5.   Token Economies and Contracting

6.   Techniques for Teaching New Behaviors
   a.   Stimulus Control
   b.   Discrimination Training
   c.   Prompting and Fading
   d.   Task analysis and Chaining
   - Forward
   - Backward
   - Total Task Presentation
   - Shaping

Module 3

7.   Self-Management Strategies

8.   Techniques for Promoting Generalization of Behavior Change
   a.   Stimulus Generalization
   b.   Maintenance
   c.   Training Generalization

9.   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) <u>Applied Behaviour Analysis for Teachers</u>, 7th ed.,
     Columbus, Ohio: Charles Merrill Publishing Company.

     NOTE: students who already have a copy of the 6th edition of the textbook need not
          purchase the 7th edition.)

<u>Other assigned readings</u>:

Texts will be supplemented by other assigned readings which will be available either on Blackboard, on the World Wide Web, or on reserve in the library.

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. Other
    extensions will NOT BE CONSIDERED. Without N.Q.A. coupons, late assignments will not be
    accepted.

    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.

3. **Blackboard:** Assignments, handouts, homework, and other course materials will be
    available to you on Blackboard. Use of Blackboard will also increase your access to the
    instructor and your classmates.

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. Many assignments will only be accepted electronically through Blackboard. This
eliminates the possibility of instructor loss of assignments. 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.   Blackboard Discussions, Reading Quizzes, Homework (35%)

In preparation for class, learners will often be asked to complete exercises and answer questions based on assigned readings and on class content. Brief reflections about the application of course material to personal life experience may also be required. Discussion questions may be posted requiring learners to post their own thoughts and to read and post responses to classmates' and/or instructor's entries.

It is expected that homework be completed PRIOR to the next class.

2.   ASSIGNMENTS   (35%)

A.   Self-Management Project   (20%)

The Self-Management Project must target a behaviour for **<u>increase</u>.**

The project which will include:

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

NOTE:

Students who targeted a behaviour for <u>increase</u> 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.   Behaviour Change Methodology Mini-Assignments (15%)

Each mini-assignments will target one behaviour for change.

Students must complete three (3) mini-assignments, one for each of the following behaviour change goals or techniques:

a.	behaviour increase	(5%)
b.	token economy	(5%)
c.	teaching new behaviours	(5%)

NOTE:

These are **THEORY** assignments. You will not implement these procedures. You will not collect data. You will only <u>plan the behaviour change procedures</u>.

3. TESTS (30%)

There will be two tests
- module one (15%)
- module two (15%)

(Evaluation of 3rd module work will be based on the Self-Management Project, homework completion, and participation in any Blackboard discussions that may be posted.)

Any student not able to write a **test** on the date scheduled must speak with the instructor **<u>BEFORE</u>** 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 <u>ONE</u> 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.

GRADES

Grande Prairie Regional College uses the **ALPHA** grading system.   This system is outlined in the table below and in the college calendar.

Grade	4 point equivalence	Descriptor
A + A	4.0	Excellent
A -	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B -	2.7	
C +	2.3	Satisfactory
C	2.0	
C -	1.7	
D +	1.3	Poor
D	1.0	
F	0	Failure

 FINAL GRADE

Final grades will be determined according to the following weightings using the 4 point equivalencies to the Alpha grading system.

Preparation for class:
	Readings / Reading Quizzes / Homework / On–line discussions 35 %

Assignments		35 %

Tests			30 %

CALCULATION OF GRADES

Assignments:

1. Convert each mark to point equivalent.

2. Calculate total possibe point equivalents.

        <u>Total points on assignments</u>
            Total possible points

3. Multiply by weight (weight on assignments is 35%

        <u>total points on assignments x weight</u>
                Total possible points

Example:

There were 3 assignments. Assignments are worth 35% of the final grade

Total possible points is (3 assignments) x (4 possible points) = 12

Adrienne's grade on the assignments are:
                                    B   A   B+

Adrienne's grades are converted to their point value (using the scale in the College Calendar):
        B = 3.0   A=4   B+ = 3.3

        Adriennes total # of points: 3.0 + 4 + 3.3 = 10.3

Now apply the formula:

<u>Adrienne's points on assignments</u>   =   <u>10.3</u>   = 86% x (weight) 35   = **30 points for assignments**.
    possible points on assignments   12   .

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Apply the same formula to Adriennes test mark.

Tests are worth 30% of the final grade.

Adriennes grade on tests are: A = 4.0   A+ = 4.0   A = 4.0

  <u>Adrienne's total points on assignments</u> = <u>12</u> = 100% x (weight) 30 = **30 points for tests.**
            Total possible points   12 =

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Apply the same formula to Adriennes homework mark.
Homework is worth 35% of the final grade.

Adrienne completed all homework to criterion.

   Adrienne's points on homework   =   <u>4</u>   =   100% x   (weight) 35 = **35 points for
homework**.
      total possible points on homework =   4

Adriennes total mark is the sum of all the marks above

(Assignments)   <u>30</u> +   (Tests) <u>30</u> + (homework) <u>35</u> =   <u>95</u>   =   95%
(Assignments)   35 +   (Tests) 30 + (homework) 35 =   100

Adrienne's final grade in the course is 95% = A+

RP1202 APPLIED BEHAVIOUR ANALYSIS AND LEARNING
TENTATIVE CLASS SCHEDULE - WINTER 2001

7th edition page numbers are indicated in plain type.

6th edition page number are indicated in italic type.

DATE	TOPIC	READING	TEST/ ASSIGN
Jan.8	Course outline and overview Individualized Functional Assessment: ➢ Ecological Inventories	Course outline	
Jan.10	SNOW DAY		
Jan. 15	Individualized Functional Assessment ➢ Ecological Inventories Single Subject Designs ➢ Variables and Functional Relationships ➢ AB design	Blackboard readings 119-120; *168-*	

	➤ Changing Conditions Design	*169* 124-128; *175-179* 128-137; *209-216*	
Jan. 17	Functional Assessment and Analysis ➤ Behaviour and function ➤ Behaviour support plan	*230* 170-176; *230-238* 177-184; *238-247*	

Jan. 22	Behaviour support plan, cont.
	
	➤ Functional analysis
	   ▪ Single subject designs required
	     • Reversal design
	     • Alternating Treatments Design
	   ▪ Functional Analysis procedures
	➤ Develop Behaviour Support Plan
		185-191 *247-256*
		190-191 *254-256*
		
		128-132 *179-184*
		148-155 *203-209*
		191-198 *256-258*
		198-207 *264-275*	

Jan. 24	Increasing Behaviour ➤ Reinforcement & Positive reinforcement (SR+)	212-225 *282-298*	
Jan. 29	Increasing Behaviour, cont. ➤ Schedules of reinforcement	243-247 *320-324*	
Jan. 31	Increasing Behaviour, cont. ➤ Thinning schedules ➤ Negative Reinforment(SR-) ➤ Natural Reinforcement	247-249 *325-328* 250-254 *328-333* 254 *233*	
Feb.5	Catch up		Mini Assignment 1 Increasing Behaviour

Feb. 7	General Learning Principles	Galambos: 118 -122 122 -127	
Feb. 12			Unit 1 Test
Feb. 14	Decreasing Behaviour ➤ Procedural alternatives ➤ Level 1 ▪ DRL ▪ DRO	260-262 *342-344* 262-264 *344-347* 264-267 *347-350*	
Feb. 19	FAMILY DAY		
Feb. 21	WINTER BREAK		
Feb. 26	Decreasing Behaviour ➤ Level 1,cont ▪ DRA and DRI ▪ Noncontingent reinforcement	267-270 *351-354* 270-272 *354-356*	
Feb. 28	Decreasing Behaviour ➤ Level 2: Extinction Punishment ➤ Level 3 (P-). ▪ Response Cost ▪ Time Out Procedures	272-278 *357-364* 278-279 *364-365* 279-281 *365-368* 281-287 *368-375*	
Mar.5	➤ Level 4 (P+) ▪ P+: Aversive stimuli ▪ Overcorrection	287-294 *375-383* 294-298 *383-388*	
Mar. 7	Token Economies Contracting	225-233 *298-308* 235-238 *310-314*	
Mar. 12			Mini-

				assignment 2
Mar. 14	Teaching self-control ➢ Self-recording ➢ Self-evaluation ➢ Self-reinforcement ➢ Self-punishment ➢ Self-instruction ➢ Learners with disabilities	362-365 365-368 369 369-372 373-374 374-377 377-379	*474-478* *478-481* *481-482* 482-486 *486-488* *488-492* *492-494*	
Mar. 19	Catch up			Mini-assignment 3
Mar. 21				Test Unit 2
Mar. 26	Antecedent Influences ➢ Differential reinforcement / Stimulus control / Discrimination / Discrimination Training	304-308	*402-406*	
Mar. 28	Teaching New Behaviours: ➢ Prompts ▪ Rules ▪ Instructions ▪ Hints ▪ Self operated ▪ Visual	308-313	*406-411*	Mini-assignment 3
Apr. 2	➢ Prompts, cont. ▪ Modeling ▪ Physical guidance / Tactile prompts ➢ Fading Prompts ▪ Decreasing assistance / Graduated guidance ▪ Time delay	313-334 314-315 315-318 318	*411-413* *413-414* *414-417* *417-418*	

	▪ Increasing assistance	319	*418-419*	
	▪ Effectiveness	319-322	*419-422*	
Apr. 4	Teaching Complex Behaviours: ➢ Task Analysis ➢ Chaining	322-325 325-330	*423-426* *426-430*	Self-management project
Apr. 9	Shaping Generalization ➢ Types	330-334 338-340 340-342	*431-435* *440-443* *443-445*	
Apr. 11	➢ Procedures	342-358	*445-466*	

Let's have a fabulous semester full of
learning, laughter and success!