



## **DEPARTMENT HUMAN SERVICES**

### **COURSE OUTLINE – WINTER 2016**

**HS1202 A3 Principles of Applied Behaviour Analysis and Learning**  
**– 3 (3-0-0) 45 Hours**

**INSTRUCTOR:** Cassandra Kostuk  
**OFFICE:** H203

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**OFFICE HOURS:** Tuesdays/Thursdays 3-4:30 p.m. or by appointment

**CALENDAR DESCRIPTION:** The course provides students with the tools needed to design, apply and evaluate both simple behavior change and behaviorally 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.

**PREREQUISITE(S)/COREQUISITE:** HS1102 Behavioral and Functional Assessment

**REQUIRED TEXT/RESOURCE MATERIALS:** Alberto, Paul A. and Troutman, Anne C. (2009), Applied Behavior Analysis for Teachers, 9th ed., Columbus, Ohio: Charles Merrill Publishing Company.

**DELIVERY MODE(S):** Classes will consist of a combination of lecture, audiovisual experiences, group discussion and hands on experiential learning exercises. Guest speakers may also be included.

## **COURSE OBJECTIVES:**

This course intends to provide students with:

- The tools needed to design, apply and evaluate both simple behavior change and behaviorally based instructional programs.
- An understanding of various strategies that are applied to help people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their communities.
- Practice in developing, using, and evaluating behavior change programs.
- The opportunity to apply assessment skills covered in HS1102: Behavioral and Functional Assessment

## **LEARNING OUTCOMES:**

Upon completion of the course learners will demonstrate knowledge and application of

- 1) Functional Assessment
- 2) Single-Subject Designs a. AB b. Reversal c. Changing criterion d. Multiple Baseline design e. Alternating Treatments f. Changing Conditions
- 3) Techniques for Increasing Behavior a. Rewarding Behavior: Positive Reinforcement b. Effectiveness of Reinforcers c. Types of Reinforcers d. Schedules of Reinforcement
- 4) Techniques for Decreasing Behavior a. Differential Reinforcement Strategies b. Extinction c. Response Cost d. Time Out e. Presentation of Aversive Stimuli (punishment) f. Overcorrection
- 5) Token Economies and Contracting
- 6) Techniques for Teaching New Behaviors a. Stimulus Control b. Discrimination Training c. Prompting and Fading i. Task analysis and Chaining ii. Forward iii. Backward iv. Total Task Presentation v. Shaping
- 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

## TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## EVALUATIONS:

In Class Assignments:	25%	due daily throughout the course
Behaviour Partner Assignment:	30%	due Feb 22
Learning Reflection Questions:	25% (5 x 5% each)	due Jan 25, Feb 8& 29, Mar 14, Apr 1
In Class Final Quiz:	20%	April 11

**ALL assignments MUST be completed and turned in to pass the course**

Submit your assignments on time. On time means at the end of class or, at the latest, 4:30pm on the due date.

It is the instructor's preference that students submit work type written in hard copy in class. Emailed assignments using GPPRC email accounts will also be accepted. In class work will be submitted in handwritten form before the end of the class in which it assigned.

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

**Important: In order to obtain credit for this course, students must achieve a minimum of a "C-"**

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54

B-	2.7	70-72		F	0.0	00-49
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**Special Note: Last Day to Withdraw from Winter Courses with a (W) is March 7<sup>th</sup>, 2016**

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Room H211, Monday & Fridays 10-11:20 AM

The following is subject to change based on the needs of the specific class/students. Additional materials other than the textbook may be handed out in class.

	<b>Date</b>	<b>Topic</b>	<b>Reading (Textbook)</b>	<b>Assignment/ Quizzes due date</b>
1.	Jan 8	Course Overview – Brief Review		
2.	Jan 11	The Behavioral Support Plan Functional Assessment	Ch 7	
3.	Jan 15	Single Subject Designs	Ch 6	
4.	Jan 18	Single Subject Designs	Ch 6	
5.	Jan 22	Single Subject Designs	Ch 6	
6.	Jan 25	Techniques for Increasing Behaviour	Ch 8	Learning Reflection 1 Due
7.	Jan 29	Techniques for Increasing Behaviour	Ch 8	
8.	Feb 1	Techniques for Increasing Behaviour	Ch 8	
9.	Feb 5	Techniques for Increasing Behaviour	Ch 8	
10.	Feb 8	Techniques for Decreasing Behaviour	Ch 9	Learning Reflection 2 Due
11.	Feb 12	Techniques for Decreasing Behaviour	Ch 9	
	<b>Feb 15</b>	<b>No Class – Family Day Closed</b>		
	<b>Feb 19</b>	<b>No Class Winter Break Closed</b>		
12.	Feb 22	Techniques for Decreasing Behaviour	Ch 9	Behaviour Partner Assignment due
13.	Feb 26	Techniques for Decreasing Behaviour	Ch 9	
14.	Feb 29	Techniques for Teaching New Behaviours	Ch 10	Learning Reflection 3 Due
15.	Mar 4	Techniques for Teaching New Behaviours	Ch 10	
16.	Mar 7	Techniques for Teaching New Behaviours	Ch 10	
17.	Mar 11	Techniques for Teaching New Behaviours	Ch 10	
18.	Mar 14	Techniques for Promoting Generalization of Behaviour	Ch 11	Learning Reflection 4 Due
19.	Mar 18	Techniques for Promoting Generalization of Behaviour	Ch 11	
20.	Mar 21	Techniques for Promoting Generalization of	Ch 11	

		Behaviour		
	<b>Mar 25</b>	<b>No Class Good Friday Closed</b>		
21.	Mar 28	Techniques for Promoting Generalization of Behaviour	Ch 11	
22.	Apr 1	General Learning Principles		Learning Reflection 5 Due
23.	Apr 4	Teaching Students Self-Management	Ch 12	
24.	Apr 8	Putting It All Together Review		
25.	Apr 11	In Class Final Quiz		Final Quiz today

Although the instructor feels that all the material in the textbook is important and interesting, limited class time prevents discussion of all the material covered in the text. You are responsible for learning textbook material that is not discussed in class.

### **STUDENT RESPONSIBILITIES:**

#### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

#### **USE OF MOBILE DEVICES, LAPTOPS AND OTHER ELECTRONIC DEVICES DURING CLASS**

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices during class. If there is a specific reason you need to have your mobile device turned on in class you may request permission in writing (i.e. sick child).

#### **ABSENCES**

In the event that a student will be absent from class, it is the responsibility of the student to personally email or call the instructor BEFORE class time in order for the absence to be considered excused. All other forms of communication will be considered unexcused. It is the individual responsibility of the absent student to request information and materials from the instructor for any class time missed. If a student is not in class they will not have an opportunity to do in class tasks/assignments at another

time. The instructor reserves the right to consider an absence excused and to alter this agreement in extenuating circumstances at her discretion.

## **COMMUNICATION WITH INSTRUCTOR**

Please use GPRC email accounts and create a habit of checking your email daily. This will be the main way the instructor communicates with students outside of class time. There are computers available for student use throughout the building. If you require assistance contact IT Help Desk (780) 539-2933/ [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca), Room D307. The instructor can also be connected with by calling her office, meeting during office hours or scheduling an appointment.