

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

COURSE OUTLINE

HS 1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

Winter 2005 January 4 - April 14

Credits: 3 (45 hours)

Location: Room E305

Times: Tuesday & Thursday
8:30 a.m. – 9:50a.m.

Instructor: Rita Stonell, BCR

Office: H230

Office Hours: Tues. 10:00 a.m. - 11:30a.m.; 3:00 p.m.-3:30 p.m.
 Thurs. 10:00 a.m. - 12:00 p.m.; 3:00 p.m.-3:30 p.m.

By appointment, drop by the office, email me, or feel free to call me at the office or home.

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COURSE DESCRIPTION

This course provides students with the tools to design, implement, and evaluate the effectiveness of simple behavior change programs. These strategies are applied to help people develop skills needed to improve the quality of their lives and to improve their participation as members of their communities. It is expected that students will apply the pre-intervention skills developed in HS1102 -Behavioural and Functional Assessment, for identification of appropriate behaviour change goals and design of appropriate behaviour change procedures.

PREREQUISITE:

HS1102 Behavioural and Functional Assessment

CLASS FORMAT:

Classes will consist of lectures, group discussion and in class exercises.

COURSE OBJECTIVES

1. Students will review Applied Behavioral Analysis concepts learned in HS1102
 - Assessment
 - Defining Behavior
 - Behavior recording methods
 - Data reliability and stability
 - Data conversion and graphing
 - Behavioral Objectives

2. Upon completion of the course students will demonstrate written and/or practical competencies in the topic areas listed below.

1. Arranging Consequences for Increasing Behaviour

- Positive Reinforcement
- Effectiveness of Reinforcers
- Types of Reinforcers
- Contracting
- Variations of Administration of Reinforcers
- Schedules of Reinforcement
- Negative Reinforcement
- Natural Reinforcement

2. Arranging Consequences for Decreasing Behaviour

- Procedural alternatives for behavioural reduction and ethical considerations in implementation of the different levels of procedural alternatives
- Differential Reinforcement Strategies
- Extinction
- Removal of Desirable Stimuli
- Presentation of Aversive Stimuli

3. Stimulus Control and Shaping

- Differential Reinforcement for Stimulus Control
- Discrimination Training
- Concept Formation
- Prompting
- Fading Prompts
- Teaching Complex Behaviours using Chaining techniques
- Differential Reinforcement for Shaping

4. Generalization of Behaviour Change

- Generalization: Stimulus; Maintenance; Response
- Training Generalization

5. Self Management Strategies

- Immediate consequences vs delayed consequences
- Preparing students to manage their own behaviour

6. Responsible use of Applied Behaviour Analysis Procedures

REQUIRED TEXT:

Alberto, Paul A. and Troutman, Anne C. (2003) Applied Behavior Analysis for Teachers, 6th ed., Columbus, Ohio: Charles Merrill Publishing Company

Pryor, K. (1999) Don't Shoot the Dog. 2nd ed., Toronto: Bantam

READING ASSIGNMENTS

Reading assignments are specified in the course schedule. Readings not found in the required textbooks will be on reserve in the college library or provided in class.

REFERENCE TEXTS:

There are many texts written on Applied Behavioural Analysis. Many are available in the library and from the instructor. Sometimes it is helpful to look up a concept with which you are having difficulty in another book. Another author may explain it in a way which you find more helpful. Here is a list of just a few books you may find helpful.

Ballack, Alan S. and Hersen, Michael (1985) Dictionary of Behaviour Therapy Techniques, New York: Pergamon Press

Danforth, S., and Boyle, J.R., (2000) Cases in Behavior Management, Upper Saddle River, New Jersey: Prentice Hall Inc.

Hinsburger, David (1996) "Behaviour Self": Using Behavioural Concepts to Understand and work with People with Developmental Disabilities, Sherbrooke, Quebec: Diverse City Press Inc.

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

Miller, Keith, L. (1997) Principles of Everyday Behaviour Analysis, 3rd ed., Scarborough, Ontario: Nelson Brooks/Cole

Spiegler, Michael D., and Guevremont, David C. (1993) Contemporary Behavior Therapy, 2nd Ed., Pacific Grove, California: Brooks/Cole Publishing Company

Thorpe, G.L. and Olson, S.L. (1997) Behavior therapy: concepts, Procedures, and Applications, 2nd ed. Toronto: Allyn and Bacon

USEFUL WEB SITES

Your text book, *Applied Behavior Analysis for Teachers*, has a companion website located at www.prenhall.com/alberto . Reference to this site can be found in the text book's preface on pages iv – v.

There is also a vast amount of Applied Behavior Analysis material on the web. Below are listed just a few of the sites you might find useful.

Note: If while surfing through behaviorism sites you find one (or more) that is particularly helpful, interesting, or fun, please feel free to share this information in class.

Cambridge Center for Behavioral Studies

<http://www.behavior.org>

This is a great site with a glossary of terms which is particularly well done.

Athabasca University Behavioural Resources

<http://psych.athabascau.ca/html/aupr/ba.shtml>

Teaching Fuzz

<http://epsycho.msstate.edu/adaptive/Fuzz/fuzzApplet.html>

This is an animation that lets you practice the use of reinforcement and punishment as you teach “Fuzz” to do what you want him to do.

What is Behavior Analysis

http://www.behavior.org/behavior/what_is_beh_an.cfm

STUDENT EVALUATION:

1. Assignments (65%)

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. 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

B. “Strategies that do work and Strategies that Don’t work” (10%)

This assignment will involve attendance at one of the following two workshops, arranged by the Human Services Department.

- A Dozen Strategies that Don’t work with Learning Disabled Kids, And a dozen that Do
- The Last One Picked, First One Picked On

Student will briefly summarize the key points presented at the workshop and then describe how that information relates to the behavioural concepts discussed in class.

Note: These workshops will take place on February 11th, 2005. Arrangements have been made for students to attend. Students will not have to pay the workshop fees.

C. Self-Management Project (25%)

Students will effect a change in their one of their own behaviours utilizing concepts covered in both HS 1102 and HS 1202. The project will include:

- identification and operational definition of target behavior
- rational for targeting the behavior
- description of baseline method
- report of baseline results
- behavioral objective
- description of intervention method
- data collection, data conversion, & graphing data
- report of intervention results
- discussion of the results with implications for future programming

Note: Students may, if they choose, utilize their Self-Management Projects from HS1102 for steps (i) – (v) above. It will, however, be necessary to collect new baseline data. Last semester’s data is no longer current. Detailed assignment guidelines will be distributed in class.

2. Unit Exams (35%)

There will be four unit exams.

Unit	Topic Area	Date	%
1	Reinforcement	January 20, 2005	10%
2	Decreasing Behaviour	February 10, 2005	10%
3	Stimulus Control & Shaping	March 17, 2005	10%
4	Generalization; Self Management	April 5, 2005	5%

GRADES

Grande Prairie Regional College uses the **ALPA** grading system. This system is described in the table below.

Grade	Descriptor
A+ A	Excellent
A- B+	First Class Standing
B B-	Good
C+ C C-	Satisfactory
D+ D	Poor
F	Failure

STUDENT SUPPORT

The Writing Centre is available to assist students with written assignments.

NQA (No Questions Asked) coupons will be distributed early in the semester. These coupons may be used for 1-4 days extension on assignments. Unused coupons may be redeemed at the end of the semester for a maximum bonus of 2% on the final grade.

If you are having difficulty understanding a particular concept or have any concerns regarding the course please do not hesitate to discuss this, as soon as possible, with the instructor.

RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM

1. Students are advised to familiarize themselves with their rights and responsibilities as outlined in the college calendar.
2. **Assignments** must be submitted on or before the date that they are due. Late assignments (not accompanied with an NQA coupon – see *Student Support* above) will be penalized at a rate of 5% per day. For instance, an assignment given a grade of 75% would be awarded 70% one day past the deadline, 65% two days past the deadline, and so on.

Unless otherwise stated, assignments must be typed, doubled spaced, and have at least one inch margins. They must be printed on only one side of the page. These requirements enable the instructor to provide students with meaningful feedback. A cover page must be attached indicating: course name, number; instructor's name; assignment name; due date and actual date assignment is submitted if it is late; student's name

3. Any student not able to write a **test** on date scheduled must speak with the instructor **BEFORE** the scheduled test indicating the reasons. Should it be agreed that the absence will be excused, an alternate date will be set. If the student fails to write on the alternate date, a mark of zero will be assigned.
3. Students are responsible to obtain any information missed in class due to absenteeism, lateness, etc. This

is to be done on their own time i.e. not during class time when new content is being taught.

4. Students are encouraged to ask questions, provide feedback, and participate in class activities and discussions. Class time is the student's opportunity to utilize the expertise of the course instructor and explore how the concepts might be applied in their practicums and future work experiences.

HS1202 PRINCIPLES OF APPLIED BEHAVIOURAL ANALYSIS AND LEARNING
TENTATIVE CLASS SCHEDULE 2005

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENTS/TESTS & COMMENTS</u>
Tues. Jan. 4	Course Overview & Introduction to Principles of Applied Behaviour Analysis and Learning; Review of Behavioural and Functional Assessment (HS1102 concepts)		
Thurs. Jan. 6	Continue Review of Behavioural and Functional Assessment – HS1102 concepts; Introduction to Reinforcement	Review your notes from HS1102 class and chapters 2-6 of ABA text. DSD : pg. 1-35	Bring to class, the Pre-Intervention Self Management Assignment you completed in HS1102
Tues. Jan. 11	Increasing Behaviour through Reinforcement: Definitions; Effective Reinforcers; Making reinforcers contingent on behaviour; Making reinforcers immediate; Types of Reinforcers	ABA text: pg. 281- 310	
Thurs Jan. 13	Reinforcement: Contracting; Schedules of Reinforcement	ABA text: pg. 310-320 pg. 320-328	

Tues. Jan. 18	Reinforcement: Schedules of Reinforcement (continued); Negative Reinforcement; Natural Reinforcement	ABA text: pg. 320-328 pg 328-333 pg. 333-334 DSD: pg 148-164 (Reinforcement in the Real World) DSD: pg. 35 – 97 *	ABA and My Life assignment due: <ul style="list-style-type: none"> • Positive Reinforcement • Types of Reinforcement • Schedules of Reinforcement • Token Economy • Negative Reinforcement * This Suggested DSD reading e is not required however recommended. Will reread this chapter at later date.
Thurs. Jan 20	Reinforcement: Unit 1 Exam		Unit 1 Exam
Tues. Jan 25	Decreasing Behaviour: Introduction; Hierarchy of procedural alternatives for decreasing behaviour Strategies for reinforcing different behaviours with intent to reduce the target behaviour (Differential Reinforcement Strategies)	DSD: pg. 98 -147 ABA text: pg. 341- 344 Pg. 344- 356	
Thurs. Jan. 27	Decreasing Behaviour: Extinction	ABA text: pg. 357 -354	
Tues. Feb. 1	Decreasing Behaviour: Punishment; Removal of desirable stimuli – Response cost	ABA text: pg. 364-368	
Thurs. Feb. 3	Decreasing Behaviour: Time Out	ABA text: pg. 368 - 375	

Tues. Feb. 8	<p>Decreasing Behaviour: Presentation of an aversive stimuli; Overcorrection</p> <p>Stimulus Control & Shaping: Introduction;</p>	<p>ABA text: pg. 375-383 pg. 383- 389</p> <p>DSD: pg.35-97</p>	<p>ABA and My Life Assignment Due</p> <ul style="list-style-type: none"> • Differential Reinforcement strategies • Extinction • Response Cost • Time Out • Presentation of Aversive Stimuli • Overcorrection
Thurs. Feb. 10	<p>Decreasing Behaviour: Unit 2 Exam</p>	<p>DSD: pg.35-97 This reading should be completed for February 11th workshop</p>	<p>Unit 2 Exam</p> <p>Reminder to attend February 11th workshops: <i>A Dozen Strategies that Don't Work with Learning Disabled Kids, and a Dozen that Do and/or The Last One Picked , First One Picked On</i></p>
Tues Feb. 15	<p>Follow up class discussion of February 11th workshops Discussion to include integration of ABA concepts covered in class (reinforcement, decreasing behaviours, stimulus control, and shaping) to strategies presented at the workshops.</p>		<p>“Strategies that do work and strategies that don’t” Assignment Due</p>
Thurs. Feb. 17	<p>Self Management: Use of strategies to increase behaviour and strategies to decrease behaviour;</p> <p>Students to share strategies they will be implementing to change their behaviour as per their self management assignment</p>	<p>Self Management Handout</p>	<p>Bring the work you have done on your self management assignments to class</p>
Tues. Feb. 22	WINTER SEMESTER BREAK		
Thurs. Feb. 24	WINTER SEMESTER BREAK		

Tues. March 1	Stimulus Control & Shaping: Discrimination Training; Concept Formation	ABA text: pg. 401-405	
Thurs. March 3	Stimulus control & Shaping: Prompting; Types of Prompts; Fading Prompts; Effective prompting and fading Stimulus Control for redirection behaviour	ABA text: pg. 401-421	
Tues. March 8	Stimulus Control & Shaping: Teaching Complex Behaviours – Task Analysis & Chaining	ABA text: pg. 422-430	
Thurs. March 10	Stimulus Control & Shaping: Differential Reinforcement for Shaping	ABA text: pg. 431-435	
Tues. March 15	Self Management: Differential Reinforcement - Stimulus Control and Shaping Strategies to learn new behaviour or increase quality of performance for existing behaviours		Bring the work you have done on your self management assignments to class. ABA and My Life Assignment Due <ul style="list-style-type: none"> • Discrimination Training • Concept Formation • Prompting and Fading • Chaining • Shaping
Thurs. March 17	Stimulus Control & Shaping: Unit 3 Exam		Unit 3 Exam
Tues. March 22	Generalization: Types of Generalization; Training Generalization	ABA text: pg. 439-467	

Thurs. March 24	<p>Generalization: Training of Generalization (continued)</p> <p>Self management: Ensuring your behaviour change lasts through incorporation of generalization strategies</p>	ABA text: pg. 439-467	Bring your self management assignment to class
Tues. March 29	Teaching Others to Manage Their Own Behaviour	ABA text: pg. 473-493	ABA and My Life Assignment Due <ul style="list-style-type: none"> • Generalization
Thurs. March 31	<p>Self Management: Class discussion on implementation & results of self management assignments.</p>		Self Management Assignment due
Tues. April 5	<p>Generalization; Self Management: Unit 4 Exam</p>		Unit 4 Exam
Thurs. April 7	Responsible Use of Applied Behaviour Analysis	ABA text: pg. 499-519	
Tues. April 12	<p>Responsible Use of Applied Behaviour Analysis Continued.</p>	Case study handouts	
Thurs. April 14	<p>Putting it all together: Through use of case studies will determine appropriate: Assessment strategies; Behavioural objectives; Strategies for behaviour change</p>	<p>Case study handouts</p> <p>Review your course notes and readings</p>	

Note: This is a **tentative** class schedule and may be subject to change. It is a guide for students to use when preparing ahead for class. Please make your own revisions on this schedule as per class announcements / discussions.