



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE – Fall 2017
HS 1202 A3: PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS
AND LEARNING
3 (3-0-0) 45 HOURS FOR 15 WEEKS

INSTRUCTOR: Tanya Ray **PHONE:** 780-539-2786
OFFICE: H203 **E-MAIL:** tray@gprc.ab.ca

OFFICE HOURS: Thursdays 10 -12 or drop by/schedule an appointment

TIME: Thursday 6:00pm - 8:50pm

LOCATION: E301

PREREQUISITE(S)/COREQUISITE:

HS 1102: Behavioral and Functional Assessment

REQUIRED TEXT/RESOURCE MATERIALS:

Martella, R.C., Nelson, J.R., Marchand-Martella, N.E., & O'Reilly, M. (2012),
Comprehensive Behavior Management, 2nd ed., USA: Sage Publishing
Company.

CREDIT/CONTACT HOURS:

3 credits

CALENDAR DESCRIPTION:

This 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.

DELIVERY MODE(S):

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.

COURSE OBJECTIVES:

- 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 community.
- Practice in developing, using, and evaluating behavior change programs.
- The opportunity to apply assessment skills covered in HS 1102: 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
- 3) Techniques for Increasing Behavior
- 4) Techniques for Decreasing Behavior
- 5) Token Economies and Contracting
- 6) Techniques for Teaching New Behaviors
- 7) Self-Management Strategies
- 8) Techniques for Promoting Generalization of Behavior Change
- 9) General Learning Principles

STUDENT EVALUATION:

Assignments - 70%

The following is a breakdown of assignments. The detailed guidelines for each assignment will be distributed in class. See the class schedule for due dates of each assignment. **ALL** assignments must be completed in order to pass the course.

1. Self-Management Project (30%)
The Self-Management Project must target behavior for increase.
2. ABA (Applied Behavioral Analysis) and My Life (40%)

Tests - 30%

There will be two Unit Tests worth 15% each. Each test will not be cumulative; however concepts learned in each unit are built upon in the next.

Late Policy: Assignments are to be submitted by midnight on the due date. Unless arrangements have been made with the instructor **prior** to the assignment due date, late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than 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

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferalberta.ca

STUDENT RESPONSIBILITIES: The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or <http://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or <http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

TENTATIVE CLASS SCHEDULE – Fall 2017

DATE	TOPIC	READING	ASSIGNMENTS & DUE DATES
August 31	Course Overview Brief Review of 1102 Functional Assessment Single-Subject Designs a. AB b. Reversal c. Changing criterion d. Multiple Baseline e. Alternating Treatments f. Changing Conditions	p. 97 - 107	
September 7	Foundations of Behavior Management <ul style="list-style-type: none"> • Modeling • Reinforcement • Extinction • Punishment • Primary and Secondary Reinforcers • Primary and Secondary Aversives • Deprivation & Satiation 	Chapter 2	
September 14	Continue with Foundations		
September 21	Stimulus Control Shaping Chaining	p. 61	
September 28	Schedules of Reinforcement <ul style="list-style-type: none"> • Extinction • Prompts • Shaping • Premack Principle 	p. 65	
October 5	Increasing Desirable Behaviors <ul style="list-style-type: none"> • Behavior Momentum • Self-Management • Preference & Choice • Correspondence Training • Behavioral Contracts 	Chapter 5	
October 12	Increasing Desirable Behaviors <ul style="list-style-type: none"> • Token Economies • Generalization 	Chapter 5	
October 19	Increasing Desirable Behaviors How is Consequence-Imposed Behavior Change maintained? Review	Chapter 5	

October 26	Quiz #1		Quiz #1
November 2	Decreasing Undesirable Behaviors <ul style="list-style-type: none"> • Least Restrictive and Intrusive • Informal Procedures 	Chapter 6	
November 9	Behavior Reduction Hierarchy Level 1 & 2	Chapter 6	
November 16	Behavior Reduction Hierarchy Level 3 & 4	Chapter 6	
November 23	Classroom Rules, Management and Arrangements	Chapter 7	
November 30	Time & Transitions Stages of Learning	Chapter 8	Self-Management Assignment Due
December 7	Effective Instruction Safety	Chapter 8	
December 14	Quiz #2		Quiz #2