GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES

HS1202   PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

Winter 2010 – January 6th to April 14th, 2010

Location: C303
Times: Wednesday: 6:00 – 8:50

Instructor:	Tanya Ray
Office:	n/a
Phone:	780-538-1269
Email:	tray@gprc.ab.ca
Office Hours:	Call or email (we can also set up a time to meet)

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:

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 in 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 <u>after having reviewed this material</u>, 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.

Cell Phones: Cell phones are disruptive and should only be used in emergency situations. **<u>Texting is NOT allowed during class.</u>**

<u>COURSE OBJECTIVES:</u>

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 Behaviour: 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)

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

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

<u>**REQUIRED TEXT:**</u> Alberta, Paul A. and Troutman, Anne C. (2009), <u>Applied Behavior Analysis for Teachers</u>, 8th ed., Columbus, Ohio: Charles Merrill Publishing Company. <u>Other assigned readings</u>:

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

GENERAL ASSIGNMENT REQUIREMENTS

Assignments must be typed on a word processor with a <u>spell check function</u>. 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 date (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.

Late Assignments:
Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of 5% per week. Assignments later than two weeks past the due date will not be accepted.

<u>**STUDENT EVALUATION:**</u>

1. **Assignments (70%)**

   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 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

      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 <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.   ABA (Applied Behavioural Analysis) and My Life   (40%)
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 two Unit Tests. Each test will not be cumulative; however concepts learned in each unit are built upon in the next. Two tests – 15% each.

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.

4. **Assignm**ents 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