

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

PROGRAM DESIGN I RP1202

Winter 1994 - January 4 to April 1, 1994

Location: G112

Times: Wednesdays: 10:00 - 11:50
Fridays: 10:00 - 11:50

Instructor: Marsha Zalik

Office: Room H230

Phone: 539-2894

COURSE DESCRIPTION:

This course provides students with a working knowledge of the principles of applied behaviour analysis as they are utilized in programs to develop and change behaviour. Student will be taught to design, implement, and evaluate the effectiveness of behaviour change programs. It is expected that students will apply their observation and assessment skills to the identification of appropriate goals and the design of appropriate procedures.

PREREQUISITE:

Observation and Assessment RP1102

CLASS FORMAT:

Classes will consist of lectures, in class exercises, and discussion around students' questions.

COURSE OBJECTIVES:

Students will demonstrate knowledge and application of

1. Single-Subject Designs
 - a. AB
 - b. ABAB (reversal)
 - c. Changing Criterion
 - d. Multiple Baseline
 - e. Alternating Treatments
 - f. Changing Conditions
2. Techniques for Increasing Behaviour
 - a. Positive Reinforcement
 - b. Effectiveness of Reinforcers
 - c. Types of Reinforcers
 - f. Schedules of Reinforcement
 - g. Negative Reinforcement
3. Techniques for Decreasing Behaviour
 - a. Differential Reinforcement Strategies
 - b. Extinction
 - c. Response Cost
 - d. Time Out
 - e. Overcorrection
 - f. Presentation of Aversive Stimuli (punishment)
4. Token Economies and Contracting
5. Techniques for Teaching New Behaviour
 - a. Differential Reinforcement for Stimulus Control
 - b. Discrimination Training
 - c. Prompting
 - d. Modelling
 - e. Physical Guidance
 - f. Fading
 - g. Chaining
 - Backward
 - Forward
 - Total Task Presentation
 - h. Differential Reinforcement for Shaping
6. Self-Management Strategies
7. Techniques for Promoting Generalization of Behaviour Change
 - a. Stimulus Generalization
 - b. Response Generalization
 - c. Maintenance
 - d. Training Generalization

TEXT:

Alberto, Paul A. and Troutman, Anne C. Applied Behaviour Analysis for Teachers, 3rd ed.,

Charles Merrill Publishing Company, Columbus, Ohio. 1990

REFERENCE TEXTS

Martin, Gary, and Pear, Joseph. Behaviour Modification: What it Is and How To Do It, Prentice Hall Inc., Englewood Cliffs, New Jersey. 1978

Ballack, Alan S. and Hersen, Michael Dictionary of Behaviour Therapy Techniques, Pergamon Press, New York. 1965

A large collection of other relevant books are to be found in the LRC. Students are encouraged to utilize the library to clarify and expand upon their understanding of concepts presented in class.

GRADING:

1. Assignments

10% a. Self-Management 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. behavioral objective
- vii. description of intervention method
- viii. report of intervention results
- ix. discussion of the results with implications for future programming

NOTE: Students may, if they choose, utilize their Self-Management Projects from RP1102 for steps (i) - (v) above. It will, however, be necessary to collect new baseline data.

More detailed assignment guidelines will be distributed in class.

20% b. Behaviour Change Methodology Mini-Assignments

In each mini-assignments, one behaviour must be targeted for change. Students must complete six (6) mini-assignments:

- one following section 2 (increasing behaviours)
- one following section 3 (decreasing behaviours)
- two following section 4 (token economies and contracting)
- one to teach a discrimination
- one to teach a new behaviour

- NOTE:**
- * These are THEORY assignments. Implementation is not required. Data will not be collected.
 - * No more than one rewrite opportunity per mini assignment will be provided.

Each mini-assignment must include:

- i. Target Behaviour, operationally defined
- ii. Direction of desired change and rationale. (Explain how change in the direction indicated will be of benefit to the person.)
- iii. Behaviour change methodology you would use for intervention with a **step-by-step description** of the implementation plan.
- iv. Rationale for choice of methodology (Explain why the method described above is the best choice in this situation.)

Students may target their own behaviours or behaviours of people they know. Names may be changed to protect confidentiality.

2. Quizzes and Exams

Chapter quizzes will be written on chapters 5, 6, 7, and 8. Material from chapters 10 and 11 will be examined in the comprehensive final during exam week.

40% Each chapter quiz will be worth 10% of the final grade.

25% The final exam will cover material from the entire course.

- NOTE:** Students who have maintained a grade of 80% or better on all chapter quizzes may opt to increase the weighting of their chapter quizzes to 55% of the final grade and write only a 10% quiz on chapters 10 and 11.

3. Participation

- 5% Contributions to class discussions, facilitation of fellow students' understanding of the material, attendance, and punctuality all have bearing on the participation grade.

GRADES:

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-56%
3	45-49%
2	26-44%
1	0-25%

In order to obtain credit from this course, students must achieve a minimum of 65% of a 6.

RULES AND REGULATIONS

1. Assignments must be submitted on or before the date they are due. Late assignments 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.
2. Any student not able to write a test or exam on the date scheduled must indicate to the instructor the reasons he/she is unable to do so. The instructor reserves the right to determine the validity of the reason. 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 grade of zero will be assigned.

NOTE: We all have responsibilities in addition to our academic commitments. Occasionally these responsibilities make it very difficult to meet specific deadlines. The instructor will consider requests for extensions without penalty **ONLY** if the student makes his/her needs known prior to the due date.