

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

PROGRAM DESIGN I RP1202

Winter 1995 - January 3 to April 13, 1995

Location: G112

Times: Tuesdays: 10:30 - 11:50
Thursdays: 10:30 - 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. (1992) Behaviour Modification: What it Is and How To Do It, 4th edition, Prentice Hall Inc., Englewood Cliffs, New Jersey.

Walker, Jamis E. and Shea, Thomas M. (1986) Behavior Management: A Practical Approach for Educators. 4th edition. Merril Publishing Co., Toronto

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

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

GRADING:

1. Assignments

15% a. Self-Management Project which will include:

- i. identification and operational definition of your target behavior
- ii. rationale for changing this behavior
- iii. choice of design with rationale
- iv. functional analysis (use incident reports)
- v. description of baseline method
- vi. report of baseline results
- vii. behavioral objective
- viii. description of commitment strategies
- ix. description of intervention method
- x. report of intervention results
- xi. discussion of the results
- xii. maintenance strategies

NOTE:

Students may, if they choose, build on their Self-Management Projects from RP1102. It will, however, be necessary to collect new baseline data.

Detailed assignment guidelines will be distributed in class.

30% 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 to increase a behavior
- * one to decrease a behavior
- * one utilizing a token economy
- * one utilizing a contingency contract
- * 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 resubmission opportunity per mini assignment will be provided. A 10% penalty will be applied to resubmissions.

Each mini-assignment must include:

- /2 i. Target Behaviour, operationally defined
- /2 ii. Rationale. Explain how and why this behavior change will be of benefit to the person.
- /3 iii. Behavior change methodology you would use to achieve this behavior change. Provide step-by-step description of your implementation plan. (Pretend you will be away and that I will have to implement this program for you. You will not have the opportunity to talk to me. Instead, you are leaving me these written instructions.)
- /3 iv. Rationale for choice of methodology. Explain why you chose these method(s) to change this behavior. You must convince me that, from the various behavior change strategies available, the one you are using is the BEST one for this situation.

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

2. Quizzes and Exams

There will be three unit quizzes and a final exam. The final exam, which will include covering material from the fourth unit, will be written during exam week.

30% Each unit 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 unit quizzes may choose to write a final unit quiz instead of the final exam. In this case all unit yesys will be equally weighted. The final usit quiz will be written at the same time as the final exam.

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 fro this course, students must achieve a minimum of 65% of a 6.

RULES AND REGULATIONS

1. Assignments must be submitted by 4:00 p.m. 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.