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**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

RP1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS

Winter 1997 - January 3 to April 11, 1997

Location: B206

Times: Tuesday: 9:30 - 10:50
Thursday: 9:30 - 10:50

Instructor: Marsha Zalik

Office: Room H230

Phone: 539-2894

COURSE DESCRIPTION:

This course provides students with a working knowledge of the Principles of Applied Behavior Analysis as they are utilized in programs to develop and change behavior. Students will be taught to design, implement, and evaluate the effectiveness of behavior change programs. It is expected that students will apply the pre-intervention skills developed in RP1102 Observation and Assessment to the identification of appropriate goals and the design of appropriate procedures.

PREREQUISITE:

RP1102 Observation and Assessment

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 Behavior
 - a. Positive Reinforcement
 - b. Effectiveness of Reinforcers
 - c. Types of Reinforcers
 - d. Schedules of Reinforcement
 - e. Negative Reinforcement
3. Techniques for Decreasing Behavior
 - 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 Behaviors
 - 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 Behavior Change
 - a. Stimulus Generalization
 - b. Response Generalization
 - c. Maintenance
 - d. Training Generalization

REQUIRED TEXT:

Alberto, Paul A. and Troutman, Anne C. Applied Behaviour Analysis for Teachers, 4th ed., Charles Merrill Publishing Company, Columbus, Ohio. 1995

Other assigned readings: Occasionally the text will be supplemented by an assigned reading from another source. These readings are listed in the class schedule and will be found on reserve in the library.

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. 1985

Spiegler, Michael D., and Guevremont, David C. Contemporary Behavior Therapy, 2nd ed., Brooks/Cole Publishing Company, Pacific Grove, California

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. If you find an explanation of a particular concept difficult to understand in one text, look it up in another. A different author's approach may make a significant difference to your learning.

STUDENT EVALUATION:

I. Assignments

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

- i. identification and operational definition of a target behavior
- ii. rationale for targeting the behavior
- 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) - (vi) 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.

30% B. Behavior Change Methodology Mini-Assignments

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

- * one applying behavior increase techniques
- * one applying behavior decrease techniques
- * one utilizing a token economy
- * one utilizing contingency contracting
- * one applying techniques to establish stimulus control
- * one to applying techniques to teach new behaviors

- 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:

- /2 i. Target Behavior, operationally defined
- /2 ii. Rationale. Explain how and why this behavior change will be of benefit to the person.
- /3 iii. Describe the behavior change method you would use to achieve this change. Provide a step-by-step description of your implementation plan. (Pretend you will be waway and that I will have to implement this program for you. You will not have the opportunity to toalk to me before you go. Instead, you are leaving me these written instructions.)
- /3 iv. Rationale for choice of methodology. Explain why you chose this/these method(s) to change this behavior. You must convince me that, from the various behavior change strategies available, the your choices and THE BEST 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. Material from the fourth unit, be examined in the comprehensive final during exam week.

30% 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.

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 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. NQA Coupons. Each student will be provided with ONE "No Questions Asked" coupon worth a one class extension on one assignment in this course. Students are advised to use these coupons wisely. Other requests for extensions will NOT be considered.
3. 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.