

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF COMMUNITY REHABILITATION**

JAN 05 2001

**RP1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING**

**Winter 2001 - January 3 to April 12, 2001**

**Location:** B304

**Times:**

Tuesday: 08:30 - 10:20

Thursday: 08:30 - 10:250

**Instructor:** Marsha Zalik

**Office:** Room H230

**Phone:** 539-2894

[marsha.zalik@gprc.ab.ca](mailto:marsha.zalik@gprc.ab.ca)

**Office Hours:**

Tuesday: 10:30 - 12:00

Thursday: 10:30 - 12:00

**COURSE DESCRIPTION:**

This course provides students with a working knowledge of the Principles of Applied Behavior Analysis as they are used to teach and change behaviors. An overview of general learning principles is also covered. Students will be taught to develop, use, and evaluate behavior change programs. Students must apply the skills covered in RP1102: Behavioural and Functional and Assessment to identify appropriate goals and develop appropriate procedures.

**PREREQUISITES:**

RP1100 Human Services Values and Issues

RP1102 Observation and Assessment

**CLASS FORMAT:**

Classes will consist of lectures, in class exercises, and discussion based on students' questions. Course materials, examples and on-line discussions will be available on WebCT.

### 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. Rewarding Behavior: 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. Stimulus Control
- b. Discrimination Training
- c. Prompting
- d. Modelling
- e. Physical Guidance
- f. Fading
- g. Chaining

- Backward
- Forward
- Total Task Presentation

h. Shaping

6. Self-Management Strategies

7. Techniques for Promoting Generalization of Behavior Change

- a. Stimulus Generalization
- b. Response Generalization
- c. Maintenance
- d. Training Generalization

8. Invitational Education

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
- i. Learning Styles

**REQUIRED TEXT:**

Alberto, Paul A. and Troutman, Anne C. Applied Behaviour Analysis for Teachers, 5<sup>th</sup> ed., Charles Merrill Publishing Company, Columbus, Ohio. 1999

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 or on WebCT.

**REFERENCE TEXTS:**

Martin, Gary, and Pear, Joseph. Behaviour Modification: What it Is and How To Do It, 5<sup>th</sup> ed., Prentice Hall Inc., Englewood Cliffs, New Jersey. 1996

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 relevant books are to be found in the library. Students are encouraged to use these books to clarify their understanding of concepts presented in class or in readings. If you find an explanation of a particular concept difficult to understand in one book, look it up in another. A different author's approach may make a significant difference to your understanding.

## **STUDENT EVALUATION:**

### **I. Assignments (45%)**

**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 like, use 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 and available on WebCT.

**30%** B. Behavior Change Methodology Mini-Assignments (5% per assignment)

In each mini-assignments, one behavior must be targeted for change.

Students must complete six (6) mini-assignments, one for each of the following types behavior change goals or techniques:

- a. behavior increase
- b. behavior decrease
- c. token economy

- d. contingency contracting
- e. discriminations teaching
- f. teaching new behaviors

**NOTE:** These are THEORY assignments. You do not need to implement these procedures. You will not be collecting data. You will only plan the behavior change programs.

No more than one rewrite opportunity per mini assignment will be provided. The maximum grade on a resubmission will be 75%.

Detailed guidelines for each assignment will be distributed in class and available on WebCT.

## 2. Quizzes and Exams (55%)

There will be three unit tests and a final exam. Material from the fourth unit will be examined in the comprehensive final during exam week.

30% Each unit test quiz will be worth 10% of the final grade.

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

### Group Rewrites

Unit Tests will be returned to students with percentage grades but with NO FEEDBACK or corrections. Students will **not** be told which answers are right and which are wrong.

Students will be grouped with classmates whose grades are similar. Groups will work together to correct the exams and improve the grades. Tests will be resubmitted, remarked and returned. Students will be awarded the original grade or the new grade, whichever is higher. The maximum increase on any grade will be one stanine with a percentage increase of no more than 10%.

**NOTE:** Students who have maintained a grade of 80% or better on all chapter quizzes may choose to increase the weighting of their chapter quizzes to 50% of the final grade and write only a 15% final unit test.

### Student Support and Professionalism

The Writing Centre is available to assist students with written assignments. It is located in room A208.

N.Q.A. coupons will be distributed early in the semester. These coupons may be used for extensions on assignments. Unused coupons may be redeemed at the end of the semester. 1% will be awarded for every three unused N.Q.A. days. (Maximum 3%)

Examples of some completed assignments will be available on WebCT.

Your instructor is committed to doing everything she can to help you be successful in this course. But

your success will require your effort as well. As long as you attend classes, keep up with assigned readings, ask questions when you need clarification, participate in discussions, use the resources on WebCT and complete your assignments your instructor will be able to provide you with the help you need to successfully complete the course.

Together we can make this a valuable and enjoyable learning experience.

### **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 for this course, students must achieve a minimum of 57% or a 5.

### **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. N.Q.A. Coupons. Each student will be provided with a "No Questions Asked" coupon worth ten days of extensions on assignments. 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 speak with the instructor **BEFORE** the scheduled test indicating 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.