

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION

"Making a Difference"

RP1202 PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING
Winter 2002 - January 3 to April 12, 2002

Location: B304

Times:

Tuesday: 10:00 - 11:20

Thursday: 10:00 - 11:20

Instructor: Marsha Zalik

Office: Room H230

Phone: 539-2894

Email: Please use the WebCT email function to contact the instructor between classes and outside of office hours.

Office Hours: Thursday: 1:30 - 4:00

Friday: 1:30 - 4:00

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 will also be covered.

Students will be taught to develop, use, and evaluate behavior change programs. Application of assessment skills covered RP1102: Behavioural and Functional and Assessment will be required to identify appropriate goals and to assess the effectiveness of interventions.

The course will begin with a review of 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:

RP1100: Human Services Values and Issues

RP1102: Observation and 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.

WebCT will be used to provide learners with up to date information about reading and exercises required to prepare for classes. Handouts, assignment guidelines, and due dates will also be posted on WebCT. Learners are required to check WebCT prior to each class to ensure that they are prepared to participate in the class and that they have all required materials.

COURSE OBJECTIVES:

Learners will demonstrate knowledge and application of

Module 1

1. Individualized functional assessment tools
 - a. Task analysis
 - b. Ecological inventories
3. Single-Subject Designs
 - a. AB
 - b. Changing criterion
 - c. Changing conditions
3. Techniques for Increasing Behavior
 - a. Rewarding Behaviour: Positive Reinforcement
 - b. Effectiveness of Reinforcers
 - c. Types of Reinforcers
 - d. Schedules of Reinforcement

Module 2

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
 - d. Prompting and Fading
 - e. Chaining
 - Forward
 - Backward
 - Total Task Presentation
 - h. Shaping

Module 3

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
 - i. Learning Styles

REQUIRED TEXT:

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

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 WebCT.

REFERENCE TEXTS:

There are so many texts written on Applied Behaviour Analysis it would be impossible to list them all. Still, sometimes it's helpful to look up a concept with which you are having difficulty in another book. Another author may explain it in a way which you find more helpful. Here is a list of some of the books you may find helpful.

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

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

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.

USEFUL WEB SITES

There is also a vast amount of Applied Behaviour Analysis material on the web. Below are listed just a few of the sites you might find useful. You will find these links and others on WebCT.

Each of site has links to numerous others. You are encouraged to spend some time surfing and exploring. Much of the material on the web is written by parents, for parents of children with autism. Often there are explanations of concepts we are covering in this course. Because the are

written for lay people, you will find they can help your understanding of course material.

Note: If you find a site that is particularly helpful to you, it would be appreciated if you would email the url to the instructor so that it can be posted and enjoyed by all.

Cambridge Center for Behavioral Studies

<http://www.behavior.org/>

The glossary of terms on this site is particularly well done. It's a great place to look if you are having difficulty understanding a definition or explanation of a behavioural term in your assigned reading.

Athabasca University Behavioural Resources

<http://psych.athabascau.ca/html/aupr/ba.shtml>

B.F. Skinner Foundation

<http://www.bfskinner.org/>

There is a tutorial on this site. You must register at the site to access it.

Teaching Fuzz

<http://epsych.msstate.edu/adaptive/Fuzz/fuzzApplet.html>

This is an animation that lets you practice reinforcement and punishment as you teach "Fuzz" to do what you want him to do. It's fun!

Positive Reinforcement Tutorial

<http://psych.athabascau.ca/html/prtut/reinpair.htm>

Schedules of Reinforcement

<http://www.ahs.equ.edu.au/psysoc/units/53308/1999/readings/Week5.htm>

What Is Behaviour Analysis

http://www.behavior.org/behavior/what_is_beh_an.cfm

STUDENT EVALUATION:

1. PARTICIPATION (25%)

This course emphasises use of active learning strategies. Active learning has been shown to be more effective than lecture in promoting learning. However, an active learning classroom cannot work unless students participate fully. Students' success in this course will, therefore, depend to a large degree on the extent to which they participate on an ongoing basis throughout the semester.

Evaluation of participation will be based on a variety of indicators including attendance, preparation for classes, contributions to in-class group work, contributions to class discussion, etc. The details (criteria) of how participation will be assessed will be worked out collaboratively by students and the instructor in the first class of the semester.

2. LEARNING JOURNALS (15%)

In preparation for class, students will often be asked to complete short exercises, answer questions, and provide brief reflections in their learning journals.

3. ASSIGNMENTS (30%)

15% A. Self-Management Project

The Self-Management Project must target a behaviour for **increase**.

The 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. behavioural objective
- vii. description of intervention method
- viii. report of intervention results
- ix. discussion of the results with implications for future programming

NOTE:

Students who targeted a behaviour for increase in RP1101 may choose to follow up on the Self-Management Projects begun last semester 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 posted on WebCT.

15% B. Behaviour Change Methodology Mini-Assignments (5% per assignment)

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

Students must complete three (3) mini-assignments, one for each of the following types behaviour change goals or techniques:

- a. behaviour increase
- b. token economy
- c. teaching new behaviours

NOTE:

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

A maximum of 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 posted on WebCT.

4. Quizzes and Exams (30%)

Each module will be followed by a ten percent (10%) in class test. There will be no final exam.

STUDENT SUPPORT AND PROFESSIONALISM

1. The Writing Centre is available to assist students with written assignments. It is located in room A208.
2. Student Success Workshops are held on Wednesdays from 11:45 to 12:45 in room B201. Students are encouraged to take attend these workshops as they can make a significant difference to the efficiency of your study and learning skills.

January 16	Note Taking and Using Your Text (You will be doing extensive reading from the text in this course.)
January 23	Surviving & Thriving at GPRC (This workshop will provide you with information of the various other supports GPRC offers you.)
January 30	Reading Efficiently (You can save enormous amounts of time and eliminate frustration by learning to do your reading assignments efficiently)
February 6	Managing Your Time (Feeling overwhelmed by the need to juggle all your course requirements and your live? This workshop will help.)
February 13	Working Effectively in Groups (Learn how to get the most out of group work.)
March 6	Understanding you Learning Style (When you understand how you learn, you can make use of that knowledge to get better and more efficient at learning.)
March 13	Gathering Information, Research & Technology (Particularly important for those of you who have research papers to complete in other courses. But don't write it off if you don't! These skills will be important throughout your academic career.)
March 20	Finding Summer Employment & Securing Funding for Next Year (The title speaks for itself now, doesn't it?)
March 27	Stress Management (The end of the semester can be a roller coaster ride. Learn what you can do in order to make sure you don't fall off and crash after all the hard work you've put in.)

April 3

Writing Exams
(This is a MUST.)

3. N.Q.A., coupons worth 6 days of extensions on assignments, will be distributed early in the semester. Learners are advised to use these coupons wisely. Further requests for extensions will not be considered. Unused coupons may be redeemed at the end of the semester. 1% will be awarded for every two unused N.Q.A. days. (Maximum 2%)
4. Models of excellence in student work will be posted on WebCT to serve as a guides to assignment completion.
5. Your instructor is committed to doing everything she can to help you be successful in this course. Your success will, of course, require your effort as well. You will need to attend and participate in classes. You will need to prepare for classes by completing assigned readings and learning journal exercises. You will need to ask questions when you need clarification. All the information you will need to prepare for classes will be posted on WebCT.
6. 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.
7. If you are unable to write a test on the date scheduled you 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. Any student failing to write on the alternate date will be assigned given a grade of zero (0) for that test.

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.