

MAR 25 2000

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

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

Winter 2000 - January 4 to April 13, 2000

**Location:** A308

**Times:** Tuesday: 10:00 - 11:30  
Thursday: 10:00 - 11:30

**Instructor:** Rita Stonell

**Office:** Room H230

**Phone:** 539-2894  
538-3253 (Home)

**Office Hours:** Monday: 12:00 - 2:00  
Wednesday: 12:00 - 2:00

**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 as well as an overview of general learning principles. 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 based on 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

8. 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.

**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 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 for teaching discriminations
- \* 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. The maximum grade on a resubmission will be 75%.

\* Detailed guidelines will be distributed in class.

## 2. Quizzes and Exams

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%~~<sup>45%</sup> of the final grade and write only a ~~15%~~<sup>10%</sup> final unit test.

### Student Support

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

### 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 65% or a 6.