

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE**

**RP 1202      PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING**

**Winter 2004**                      January 5 - April 16 2004

**Credits:**                              3 (45 hours)

**Location:**                            Room E301

**Times:**                                Monday & Wednesday  
10:00 a.m. – 11:20a.m.

<b>Instructor:</b>	Rita Stonell, BCR	<b>Office:</b>	E401 – 5
		<b>Office Hours:</b>	Monday: 8:00am.- 10:00am or by appointment
		<b>Phone:</b>	539- 2234
		<b>Email:</b>	rstonell@gprc.ab.ca

**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, group discussion and in class exercises.

**COURSE OBJECTIVES**

1. Students will review Applied Behavioral Analysis concepts learned in RP1102
  - Assessment
  - Defining Behavior
  - Behavior recording methods
  - Data reliability and validity
  - Single Subject Design
  - Behavioral Objectives
  
2. Upon completion of the course students will demonstrate written and/or practical competencies in the topic areas listed below.

### Unit 1 Reinforcement

- Positive Reinforcement
- Effectiveness of Reinforcers
- Types of Reinforcers
- Conditioned Reinforcers
- Schedules of Reinforcement
- Shaping
- Chaining
- Extinction – used to decrease behavior
- Differential Reinforcement - used to increase a behavior while decreasing others
- Token Economy
- Contracting

### Unit 2 Stimulus Control

- Stimulus Discrimination
- Generalization Training
- Prompting, Programming and Fading
- Imitation and Instructions

### Unit 3 Self Management Strategies

### Unit 4 Aversive Control

- Punishment
- Negative Reinforcement

### Unit 5 Functional Analysis of Undesirable Behavior

3. Students will explore opportunities for enhancing success
  - Expectancy - attitudes, beliefs, and behaviors
  - Team work & Consistency
  - Relationships
  - Motivation
  - The environment
  - Keeping current with developments in the human services field
  - Knowing community resources and supports

### **REQUIRED TEXT:**

L. Keith Miller. (1997) Principles of Everyday Behavior analysis. 3<sup>rd</sup> ed.,  
Scarborough, Ont.: Nelson: Brooks/Cole

Other assigned readings: Occasionally the text may be supplemented by an assigned reading from another source. These readings will be made available on reserve in the library.

### **REFERENCE TEXTS:**

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

Danforth, S., and Boyle, J.R., (2000) Cases in Behavior Management , Upper Saddle River, New Jersey: Prentice Hall Inc.

Martin, Gary, and Pear, Joseph. (1999) Behaviour Modification: What It Is and How To Do It, 6<sup>th</sup> ed., Englewood Cliffs, New Jersey: Prentice Hall Inc.

Pryor, K. (1999) Don't Shoot the Dog, 2<sup>nd</sup> ed., Toronto: Bantam

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.

### **USEFUL WEB SITES**

There is a vast amount of Applied Behavior analysis material on the web. Below are listed just a few of the sites you might find useful.

Each site has links to numerous others. You are encouraged to spend some time surfing and exploring. Some 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. You may find they help your understanding of course material.

Note: If while surfing through behaviorism sites you find one (or more) that is particularly helpful, interesting, or fun, it would be appreciated if you would email the url to the instructor.

#### **Cambridge Center for Behavioral Studies**

<http://www.behavior.org>

This is a great site with a glossary of terms which is particularly well done.

#### **Athabasca University Behavioural Resources**

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

#### **Teaching Fuzz**

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

This is an animation that lets you practice the use of reinforcement and punishment as you teach "Fuzz" to do what you want him to do.

#### **What is Behavior Analysis**

[http://www.behavior.org/behavior/what\\_is\\_beh\\_an.cfm](http://www.behavior.org/behavior/what_is_beh_an.cfm)

### **STUDENT EVALUATION:**

#### **1. Assignments (65%)**

- |    |   |     |
|----|---|-----|
| A. | Behavior Change Methodology Mini Assignments                    | 40% |
|    | There are five (5) mini-assignments each individually worth 8%. |     |

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

Mini Assignments:

- one applying reinforcement techniques to increase behavior
- one applying decrease behavior techniques
- one utilizing a token economy
- one applying techniques for teaching discriminations
- one utilizing techniques to teach new behaviors

B. Self-Management Project which will include:

25%

- i identification and operational definition of target behavior
- ii rational for targeting the behavior
- iii description of baseline method
- iv report of baseline results
- v behavioral objective
- vi description of intervention method
- vii report of intervention results
- viii 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) – (v) 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.

## 2. Tests (35%)

There will be two tests. One at the mid term of all the material covered to that point and one at the end of the course covering all material taken after the midterm. Your best test will be worth 20% of your final grade. Your other test will be worth 15%.

## STUDENT SUPPORT

The Writing Centre is available to assist students with written assignments.

## GRADES

Grande Prairie Regional College uses the **ALPA** grading system. This system is described in the table below.

Grade	Descriptor
A+	Excellent
A	
A-	First Class Standing
B+	
B	Good
B-	
C+	Satisfactory
C	
C-	
D+	Poor
D	
F	Failure

To obtain credit for this course students must achieve a grade of C-.

## **RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM**

1. Students are advised to familiarize themselves with their rights and responsibilities as outlined in the college calendar.
2. **Assignments** must be submitted on or before 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.

Extensions on assignments, without penalizing for lateness, will be considered in extenuating circumstances and on an individual basis. Students must speak to the instructor before the assignment due date.

Assignments must be typed, doubled spaced, and have at least one inch margins. They must be printed on only one side of the page. These requirements enable the instructor to provide students with meaningful feedback. A cover page must be attached indicating: course name, number, and section; instructor's name; assignment name; due date (and date assignment is submitted if it is late); student's name; and student number

Any student not able to write a **test** on date scheduled must speak with the instructor **BEFORE** the scheduled test indicating the reasons. 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.

3. Students are responsible to obtain any information missed in class due to absenteeism, lateness, etc. This is to be done on their own time i.e. not during class time when new content is being taught.
4. Students are encouraged to ask questions, provide feedback, and participate in class activities and discussions. Class time is the student's opportunity to utilize the expertise of the course instructor and explore how the concepts might be applied in their practicums and future work experiences.