

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

PROGRAM DESIGN I RP202

Winter 1991 - January 5 to March 28, 1991

Location: Suite 202, Windsor Court

Times: Mondays: 1:30 - 3:30
Wednesdays: 8:30 - 10:30

Instructor: Marsha C. Zalik

Office: Suite 202, Windsor Court

Phone: 538-3960

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 their observation and assessment skills to the identification of appropriate goals and the design of appropriate procedures.

Prerequisite

Observation and Assessment RP102

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. Token Economies
 - e. Contracting
 - f. Schedules of Reinforcement
 - g. 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. Techniques for Teaching New Behavior
 - 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
5. Self-Management Strategies
6. Techniques for Promoting Generalization of Behavior Change
 - a. Stimulus Generalization
 - b. Response Generalization
 - c. Maintenance
 - d. Training Generalization

Text

Alberto, Paul A. and Troutman, Anne C. Applied Behavior Analysis for Teachers, 3rd ed., Charles Merrill Publishing Company, Columbus, Ohio. 1990

Reference Texts

Martin, Gary, and Pear, Joseph. Behavior 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 Behavior Therapy Techniques, Pergamon Press, New York. 1985

A selection of other relevant books are to be found in our library collection. Students are encouraged to utilize the library to clarify and expand upon their understanding of concepts presented in class.

Grading

1. Assignments

10% a. Self-Management Project which will include:

- i. identification and operational definition of a target behavior
- ii. rationale for targetting this 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 RP102 for steps (i) - (v) above. It will, however, be necessary to collect new baseline data.

More detailed assignment guidelines will be distributed in class.

20% b. Behavior Change Methodology Mini-Assignments

In each mini-assignment, one behavior must be targetted for change. Students must complete complete six (6) mini-assignments; two targetting behaviors for increase, two targetting behaviors for decrease, one to teach a discrimination and one to teach a behavior not currently in the individual's repertoire.

note: * These are THEORY assignments. Implementation is not required. Data will not be collected.

* Students must receive a passing grade on each mini-assignment before subsequent assignments will be accepted for marking by the instructor. Students will be provided with as many rewrite opportunities as is necessary to demonstrate mastery.

Each mini-assignment must include:

- i. Target Behavior, operationally defined
- ii. Direction of desired change and rationale. (How will change in the direction indicated be of benefit to the person?)
- iii. Behavior change methodology you would use for intervention with a step-by-step description of the implementation plan
- iv. Rationale for choice of methodology (Why is the method described above the best choice in 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

Chapter quizzes will be written on chapters 5, 6, 7, and 8. Material from chapters 10 and 11 will be examined in the comprehensive final during exam week.

40% 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.

3. Participation

5% Contributions to class discussions, facilitation of fellow students' understanding of the material, attendance, and punctuality all have bearing on the participation grade.

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.