

**GRANDE PRAIRIE REGIONAL COLLEGE  
REHABILITATION SERVICES PROGRAM**

**PROGRAM DESIGN II RP2402**

Winter 1994 - January 4 to April 1, 1994

**Prerequisites:** RP1200, RP1202, RP2303, RP1206

**Location:** Room G110

**Times:** January 4 - February 18  
Tues. & Thurs. 1:30 - 3:50

March 2 - April 8  
Monday 10:00 - 11:50

**Instructor:** Marsha Zalik

**Office:** Room H230

**Phone:** 539-2894

**COURSE DESCRIPTION**

This course refines and builds on the concepts and methods related to programming for skill development and behaviour management as covered in Observation & Assessment and Program Design I. The principles of Applied Behaviour Analysis will be reviewed. Application of those principles to value-based normative programming for people whose behaviour is considered problematic will be examined.

**TEXTS**

Alberto, Paul A. and Troutman, Anne C. Applied Behaviour Analysis for Teachers, 3rd ed.,

Charles Merrill Publishing Company, Columbus, Ohio 1990

Meyer, Luanna H. and Evans, Ian M. Nonaversive Intervention for Behaviour Problems: A manual for Home and Community, Paul H. Brookes Publishing Co., Baltimore, Maryland, 1989

## REFERENCE TEXTS

Materials on Community Programs For People With Challenging Behaviours, Center on Human Policy, Syracuse University, Syracuse, N.Y., 1986

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

LaVigna, G.W. and Donnellan, A.M. Alternatives to Punishment: Non-aversive Strategies for Solving Behaviour Problems. Irvington Press, New York, 1987.

Lovett, Herbert. Cognitive Counselling & Persons with Special Needs: Adaptive Approaches to the Social Context. Praeger Publishers, 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.

## CLASS FORMAT

Classes will consist of lectures, exercises, discussions and student presentations.

### **Course Objectives**

Students will

1. demonstrate knowledge and application of the basic concepts of applied behaviour analysis including
  - A. Behaviourial Definitions and Objectives
  - B. Behaviourial Recording
    - anecdotal reports
    - outcome (permanent product) recording
    - event recording
    - interval recording
    - time sampling
    - latency recording
    - duration recording
    - graphing

- C. Single Subject Designs
- D. Reinforcement
  - primary and secondary reinforcers
  - effectiveness
  - schedules of reinforcement
- E. Differential Reinforcement for Behaviour Reduction
- F. Extinction
- G. Response Cost
- H. Time-out
- I. Punishment
- J. Stimulus Control and Shaping
- K. Contracts and Token Economies
- L. Generalization

2. utilize the principles of Applied Behaviour Analysis to design and implement a prodevelopmental program for a person who has a handicap, that is consistent with the principle of social role valorization.
3. compare and contrast eliminative and educative approaches to behaviour problems.
4. assess the functionality and lifestyle factors associated with excess behaviours.
5. prioritize behaviours for intervention, discriminating excess behaviours that require intervention from those that do not.
6. demonstrate knowledge of the design intervention plans for behaviour problems that are value-based, that utilize normalized ecological and consequence procedures, and that promote the development of adaptive behaviours.
7. demonstrate familiarity with selected strategies that support behaviour changes.
8. demonstrate knowledge of strategies useful in the evaluation of intervention outcomes.

## STUDENT EVALUATION

### 1. Assignments

#### 15% Presentation

Each student will assume responsibility for presentation of a portion of the material outlined under course objective #1. Grading will be based both on written submission of lecture notes/lesson plan and on the actual presentation of the material to the class. Students must use at least one resource in addition to the textbook in preparing their presentation. References must be included with the written submissions.

#### 25% Assessment of Problematic Behaviour

This assignment will include an assessment of lifestyle factors, identification of behaviours considered problematic, discussion of probable functions of those behaviours, and classification of behaviours by level as discussed in Meyer and Evans (1989). Guidelines are attached.

### 2. Tests and Exams

The course is divided into two units. The first unit includes all material listed under objective #1. The second unit encompasses objectives 2 to 9.

#### 20% Test - Unit 1

#### 30% Final Exam (comprehensive)

note: Students who score 80% or higher on the Unit 1 test may choose to write a Unit 2 test instead of the final exam. In this case, the two tests will be equally weighted (25% each). The Unit 2 tests will be written at the same time as the final exam.

### 3. 10% Participation

Includes punctuality, attendance and involvement in class discussions and activities.