

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

PROGRAM DESIGN II RP2402

Winter 1995 - January 3 to April 1, 1995

Prerequisites: RP1200, RP1202, RP2303, RP1206

Location: Room G110

Times: January 3 - February 17
Mon. 1:00 - 2:30
Tues. & Thurs. 10:30 - 12:00

March 13 - April 10
Monday 10:30 - 12:30

Instructor: Terrah Lindsay

Office: Room H226

Office Hours: Tuesdays and Thursdays 9:30 - 10:30

Phone: 539-2893

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, Centre on Human Policy, Syracuse University, Syracuse, N.Y., 1986
- Martin, Bary, 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:

- I. 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 pro-developmental 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

10% "Program Design & My Life" DUE DATE: January 24, 1995
Guidelines are attached.

25% Assessment of Excessive (Problematic) Behaviour DUE DATE: April 3, 1995

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

Many of you will be working on this assignment while I am away. I have talked to Marsha and she is willing to help you with this assignment should you have any questions.

5% "Illustrative Examples of Concepts" DUE DATE: by January 30, 1995
Guidelines are attached.

2. Tests and Exams

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

20% Test - Unit 1 January 31, 1995

30% Final Exam (comprehensive) April 17, 1995

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.