

REFERENCE TEXTS

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.

Materials on Community Programs for People With Challenging Behaviours, Centre on Human Policy, Syracuse University, Syracuse, N.Y., 1996.

Martin, Bary, and Pear, Joseph. Behaviour Modification: What It Is and How To Do It, Prentice Hall Inc., Englewood Cliffs, New Jersey, 1978.

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.

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. Behavioural Definitions and Objectives
 - B. Behavioural 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 contrast eliminative and educative approaches to behaviour problems.
4. assess the functionality and purpose associated with excess behaviors.
5. prioritize behaviors for intervention, discriminating excess behaviors 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 behaviors.
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

20% "Program Design & My Life" DUE DATE: February 2, 1999
Guidelines are attached.

25% Assessment of Excessive
(Problematic) Behaviour DUE DATE: April , 1999

This assignment will include a description of each behaviour, identification of behaviors considered excessive (problematic), discussion of probable purpose of those behaviors, and classification of behaviours as discussed in Edward G. Carr, et al.

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% Open-book exam:(Unit 1) February 11 , 1999

30% Final Exam During final exam week

3. 5% Participation

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