



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

Lovett, Herbert. Cognitive Counseling & 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.

### Reading Assignments

Additional readings may be assigned from time to time. These will be placed on reserve in the L.R.C.

### 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 behavior analysis including
  - A. Behavioral Definitions and Objectives
  - B. Behavioral 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 Behavior 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 behavior analysis to design and implement a predevelopmental 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 behavior problems.
  4. assess the functionality and lifestyle factors 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 behavior 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 behavior changes.
  8. demonstrate knowledge of strategies useful in the evaluation of intervention outcomes.
  9. discuss Gentle Teaching as an approach to treatment of severe behavior problems.

### Student Evaluation

#### 1. Assignments

10% 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% ~~20%~~ Assessment of Problematic Behavior

This assignment will include an assessment of lifestyle factors, identification of behaviors considered problematic, discussion of probable functions of those behaviors, and classification of behaviors by level as discussed in Meyer and Evans (1999). Detailed guidelines will be distributed at a later date.

~~20%~~ Programming

Students will design and implement a behavioral program for an individual served on practicum. Detailed guidelines will be distributed at a later date.

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 test will be written at the same time as the final exam.

10% participation

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.