



**DEPARTMENT OF HUMAN SERVICES  
COURSE OUTLINE – Winter 2018  
HS 1202 A3: PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS  
AND LEARNING  
3 (3-0-0) 45 HOURS FOR 15 WEEKS**

**INSTRUCTOR:** Tanya Ray      **PHONE:** 780-539-2786  
**OFFICE:** H203      **E-MAIL:** tray@gprc.ab.ca

**OFFICE HOURS:** Thursdays 10 -12 or drop by/schedule an appointment

**TIME:** Tuesday and Thursday 10:00pm - 11:20pm

**LOCATION:** E304

**PREREQUISITE(S)/COREQUISITE:**

HS 1102: Behavioral and Functional Assessment

**REQUIRED TEXT/RESOURCE MATERIALS:**

Martella, R.C., Nelson, J.R., Marchand-Martella, N.E., & O'Reilly, M. (2012),  
Comprehensive Behavior Management, 2<sup>nd</sup> ed., USA: Sage Publishing  
Company.

**CREDIT/CONTACT HOURS:**

3 credits

**CALENDAR DESCRIPTION:**

This course provides students with the tools needed to design, apply and evaluate both simple behavior change and behaviorally based instructional programs. These strategies are applied to helping people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their communities.

## **DELIVERY MODE(S):**

Classes will use a variety of formats. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

## **COURSE OBJECTIVES:**

- 1) The tools needed to design, apply and evaluate both simple behavior change and behaviorally based instructional programs.
- 2) An understanding of various strategies that are applied to help people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their community.
- 3) Practice in developing, using, and evaluating behavior change programs.
- 4) The opportunity to apply assessment skills covered in HS 1102: Behavioral and Functional Assessment.

## **LEARNING OUTCOMES:**

Upon completion of the course learners will demonstrate knowledge and application of

- 1) Functional Assessment
- 2) Single-Subject Designs
- 3) Techniques for Increasing Behavior
- 4) Techniques for Decreasing Behavior
- 5) Token Economies and Contracting
- 6) Techniques for Teaching New Behaviors
- 7) Self-Management Strategies
- 8) Techniques for Promoting Generalization of Behavior Change
- 9) General Learning Principles

## **STUDENT EVALUATION:**

### **Assignments - 70%**

The following is a breakdown of assignments. The detailed guidelines for each assignment will be distributed in class. See the class schedule for due dates of each assignment. **ALL** assignments must be completed in order to pass the course.

- 1) **Self-Management Project (30%)**  
The Self-Management Project must target behavior for increase.
- 2) **ABA (Applied Behavioral Analysis) and My Life (30%)**
- 3) **NVCI training – January 17 (8:30 – 4:00) – Please adjust your schedules ahead of time to ensure attendance. (\$20 for the workbook) (10%)**

### **Tests - 30%**

There will be two Unit Tests worth 15% each. Each test will not be cumulative; however concepts learned in each unit are built upon in the next.

**Late Policy:** Assignments are to be submitted by midnight on the due date. Unless arrangements have been made with the instructor **prior** to the assignment due date, late assignments will be docked 5% per week. **If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.**

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		<b>C-</b>	<b>1.7</b>	<b>60-62</b>
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

Please refer to the Alberta Transfer guide for current transfer agreements:

[www.transferalberta.ca](http://www.transferalberta.ca)

**STUDENT RESPONSIBILITIES:** The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or <http://www.gprc.ab.ca/about/administration/policies/>

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or <http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

## TENTATIVE CLASS SCHEDULE – Winter 2018

DATE	TOPIC	READING	ASSIGNMENTS & DUE DATES
January 4	Course Overview Brief Review of 1102 Functional Assessment		
January 9	Single-Subject Designs Review a. AB b. Reversal c. Changing criterion d. Multiple Baseline e. Alternating Treatments f. Changing Conditions	p. 97 - 107	
January 11	Single-Subject Designs (cont'd)		
January 16	Foundations of Behavior Management <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Reinforcement</li> <li>• Extinction</li> <li>• Punishment</li> </ul>	Chapter 2	
January 18	Foundations of Behavior Management <ul style="list-style-type: none"> <li>• Primary &amp; Secondary Reinforcers &amp; Aversives</li> <li>• Deprivation &amp; Satiation</li> </ul>	p. 55	
January 23	Stimulus Control Shaping Chaining	p. 61	
January 25	Schedules of Reinforcement <ul style="list-style-type: none"> <li>• Extinction</li> <li>• Prompts</li> <li>• Shaping</li> <li>• Premack Principle</li> </ul>	p. 65	
January 30	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>• Behavior Momentum</li> <li>• Self-Management</li> </ul>	Chapter 5	
February 1	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>• Preference &amp; Choice</li> <li>• Correspondence Training</li> <li>• Behavioral Contracts</li> </ul>	Chapter 5	
February 6	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>• Token Economies</li> </ul>	Chapter 5	

<b>February 9</b>	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>• Generalization</li> </ul>	Chapter 5	
<b>February 13</b>	Catch-up / Review	Chapter 5	
<b>February 15</b>	<b>Quiz #1</b>	Chapter 5	<b>Quiz #1</b>
<b>February 20 &amp; 22</b>	<b>Winter Break</b>		
<b>February 27</b>	Decreasing Undesirable Behaviors <ul style="list-style-type: none"> <li>• Least Restrictive and Intrusive</li> <li>• Informal Procedures</li> </ul>		
<b>March 1</b>	Decreasing Undesirable Behaviors <ul style="list-style-type: none"> <li>• Least Restrictive and Intrusive</li> <li>• Informal Procedures</li> </ul>		
<b>March 6</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 1</li> </ul>	Chapter 6	
<b>March 8</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 2</li> </ul>	p. 196	
<b>March 13</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 3</li> </ul>	p.199	
<b>March 15</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 4</li> </ul>	p. 203	
<b>March 20</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 4</li> </ul>	p. 203	
<b>March 22</b>	Finish up the hierarchy...		
<b>March 27</b>	Classroom Rules, Management and Arrangements	Chapter 7	
<b>March 29</b>	Time	Chapter 8	
<b>April 3</b>	Transitions	Chapter 8	
<b>April 5</b>	Stages of Learning	Chapter 8	<b>Self-Management Assignment Due</b>
<b>April 10</b>	Effective Instruction	Chapter 8	
<b>April 12</b>	Safety	Chapter 9	
<b>April 17</b>	Review		
<b>April 19</b>	<b>Quiz #2</b>		<b>Quiz #2</b>