



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE – HS 1202 A3 Winter 2012
PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

INSTRUCTOR: Tanya Ray **PHONE:** 780-539-2043
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Tuesday 12:00-2:00
OFFICE HOURS: OR by appointment

PREREQUISITE(S)/COREQUISITE:

HS 1102: Behavioral and Functional Assessment

REQUIRED TEXT/RESOURCE MATERIALS:

Alberta, Paul A. and Troutman, Anne C. (2009), Applied Behavior Analysis for Teachers, 8th ed., Columbus, Ohio: Charles Merrill Publishing Company.

CREDIT/CONTACT HOURS:

3 credits
Monday & Friday – 10:00 – 11:20

LOCATION: A 209

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. Students will be taught to develop, use, and evaluate behavior change programs. Application of assessment skills covered in HS1102: Behavioral and Functional Assessment will be required to identify appropriate goals and to assess the effectiveness of interventions.

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.

Student participation in learning activities is vital to this course. According to Edgar Dale's (University of Texas) research, WE TEND TO REMEMBER 10% OF WHAT WE READ, 20% OF WHAT WE HEAR, 30% OF WHAT WE SEE, 50% OF WHAT WE HEAR AND SEE, 70% OF WHAT WE SAY AND 90% OF WHAT WE BOTH SAY AND DO.

Strategies promoting active learning are, therefore, critical to this course. Learners must come to classes **PREPARED**, with assigned readings and exercises thoughtfully completed, and **ON TIME** in order to be able to fully participate and benefit from classroom learning activities.

OBJECTIVES:

Learners will demonstrate knowledge and application of

- 1) Functional Assessment
- 2) Single-Subject Designs
 - a. AB
 - b. Reversal
 - c. Changing criterion
 - d. Multiple Baseline design
 - e. Alternating Treatments
 - f. Changing Conditions
- 3) Techniques for Increasing Behavior
 - a. Rewarding Behavior: Positive Reinforcement
 - b. Effectiveness of Reinforcers
 - c. Types of Reinforcers
 - d. Schedules of Reinforcement

- 4) Techniques for Decreasing Behavior
 - a. Differential Reinforcement Strategies
 - b. Extinction
 - c. Response Cost
 - d. Time Out
 - e. Presentation of Aversive Stimuli (punishment)

- 5) Token Economies and Contracting

- 6) Techniques for Teaching New Behaviors
 - a. Stimulus Control
 - b. Discrimination Training
 - c. Prompting and Fading
 - i. Task analysis and Chaining
 - ii. Forward
 - iii. Backward
 - iv. Total Task Presentation
 - v. Shaping

- 7) Self-Management Strategies

- 8) Techniques for Promoting Generalization of Behavior Change
 - a. Stimulus Generalization
 - b. Maintenance
 - c. Training Generalization

- 9) General Learning Principles
 - a. Authentic Learning
 - b. Learning without Labels
 - c. Stages of Learning
 - d. Mistakes as Learning Opportunities
 - e. Expectancy
 - f. Motivation
 - g. From Simple to Complex
 - h. Support

GENERAL ASSIGNMENT REQUIREMENTS

Assignments must be typed on a word processor with a spell check function. They must be double spaced and, if hard copies are to be submitted, they must be printed on only one side of the page and have at least one inch margins. These requirements enable the instructor to return assignments in a timely manner and to provide students with meaningful written feedback. The Alpha system will be used in grading assignments. (See GRADING).

All assignments, whether submitted electronically or in hard copy, **must have a cover page** with the following information.

- a. Course name and number
- b. Assignment name
- c. Your name and student number
- d. Due date (and date submitted if the assignment is late)
- e. Instructor's name

You are required to keep either a hard copy or an electronic copy of everything you submit. If an assignment goes missing the student is responsible for submitting a second copy. The instructor will not excuse assignments due to loss or misplacement.

Late Assignments:

Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of 5% per week. Assignments later than two weeks past the due date will not be accepted.

The last day to Withdraw with Permission from HS1202 is March 6, 2012

STUDENT EVALUATION:

1. Assignments (70%)

The following is a brief description of the course 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.

A. Self-Management Project (30%)

The Self-Management Project must target behavior for increase.
(Assignments decreasing behavior will NOT be accepted)

The project which will include:

- i. identification and operational definition of a target behavior
- ii. rationale for targeting the behavior
- iii. choice of design with rationale
- iv. description of baseline method
- v. report of baseline results
- vi. behavioral objective
- vii. description of intervention method
- viii. report of intervention results
- ix. discussion of the results with implications for future programming

NOTE:

Students who targeted a behavior for increase in HS1102 may choose to follow up on the Self-Management Project begun last semester. Steps (i) - (vi) above can be drawn from last semester's assignment. It will, however, be necessary to collect new baseline data. Last semester's data is no longer current.

B. ABA (Applied Behavioral Analysis) and My Life (40%)

Students will define each of the following behavioral concepts and provide examples of personal life experiences that illustrate it. This assignment will be broken into segments, each to be completed by the end of the unit which covers the specific concept.

- Positive Reinforcement
- Negative Reinforcement
- Types of Reinforcement
- Schedules of Reinforcement
- Token Economy
- Differential Reinforcement Strategies for Decreasing Behavior
- Extinction
- Response Cost
- Time Out
- Presentation of Aversive Stimuli & Overcorrection
- Discrimination Training & Concept Formation
- Prompting and Fading Prompts
- Chaining
- Shaping
- Generalization

2. Tests - 30%

There will be three Unit Tests worth 30% cumulatively. Each test will not be cumulative; however concepts learned in each unit are built upon in the next.

Any student not able to write a **test** on the date scheduled must speak with the instructor **BEFORE** the test providing reasons for not writing at that time. The instructor reserves the right to determine if the absence will be excused. A doctor's note may be required. Should it be agreed to excuse the absence, an alternate date and time will be set. A grade of '**F**' will be assigned for the test if the absence is unexcused or if the student fails to write on the alternate date.

NOTE:

Only ONE alternate writing time will be scheduled regardless of the number of students involved. Every effort will be made to schedule the alternate writing at a mutually convenient time.

GRADING CRITERIA:

Assignments and final grades will be based on the following 4-point grading system: A letter grade of “D” is required to pass this course.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EXAMINATIONS: There will be in class quizzes.

STUDENT RESPONSIBILITIES:

The following responsibilities are highlighted as they apply directly to classroom climate.

It is your responsibility to arrive on time. Late arrivals are disruptive to classes. If you do arrive late, minimize your disruption of the class by sitting in the first available seat next to the door, taking out your materials quietly and getting to work. Do not disrupt the class by making your way to your usual seat or by asking classmates what you have missed. It disrupts the class's learning as attention is shifted from class content to addressing your needs. Questions asked of the instructor that would have been unnecessary had you arrived on time will not be answered during classes. Learners will be responsible for using course materials to find the information they need. Course materials will be available on Moodle after each class.

It is your responsibility to attend all classes. The importance of **ATTENDANCE** cannot be overemphasized. Learners cannot benefit from active learning strategies if they are not present and the class is denied the participation and input of one of their valued peers. If you must be absent from a class, it is your responsibility to obtain missed material from classmates. If you need further explanation after having reviewed this material, the instructor will be available to you.

It is your responsibility to participate and request clarification. Active participation will facilitate student learning. Student responsibility for requesting clarification reflects the instructor's recognition that students are responsible for their own learning. Only you know when you need help.

Cell Phones: Cell phones are disruptive and should only be used in emergency situations.

Texting is NOT allowed during class.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

TENTATIVE CLASS SCHEDULE - Winter 2012

DATE	TOPIC	READING	ASSIGNMENTS & DUE DATES
Friday January 6	Course Overview Brief Review of 1102 Functional Assessment (Why?)	p. 170-176 (Ch: 6)	
Monday January 9	Functional Assessment		
Friday January 13 Monday January 16 Friday January 20	Single-Subject Designs a. AB b. Reversal c. Changing criterion d. Multiple Baseline e. Alternating Treatments f. Changing Conditions	Chapter 5	
Monday January 23 Friday January 27 Monday January 30 Friday February 3 Monday February 6 Friday February 10	Techniques for Increasing Behavior Rewarding Behavior: a. Positive Reinforcement b. Effectiveness of Reinforcers c. Types of Reinforcers d. Schedules of Reinforcement e. Negative Reinforcement f. Natural Reinforcement	Chapter 7	ABA and My Life Due: <ul style="list-style-type: none"> • Single Subject Design • + Reinforcement • - Reinforcement • Types of Reinforcement • Schedules of Reinforcement (Due dates for each will be one week after the concept has been covered in class)
Monday February 13	Quiz #1		
Friday February 17 Monday February 27	Techniques for Decreasing Behavior a. Differential Reinforcement Strategies b. Extinction c. Response Cost d. Time Out e. Presentation of Aversive Stimuli (Punishment)	Chapter 8	ABA and My Life Due: <ul style="list-style-type: none"> • Differential Reinforcement Strategies for Decreasing Behavior • Extinction • Response Cost • Token Economy • Time Out (Due dates for each will be one week after the concept has been covered in class)

February 20-24	Winter Break		
Friday March 2	Token Economies	p. 230	
Monday March 5	Contracting		
Friday March 9	Review		
Monday March 12	Quiz #2		
Friday March 16 Monday March 19	Techniques for Teaching New Behaviors: a. Stimulus Control b. Discrimination Training c. Prompting and Fading d. Task analysis and Chaining • Forward • Backward • Total Task Presentation • Shaping	Chapter 9	ABA and My Life Due: • Presentation of Aversive Stimuli & Overcorrection • Discrimination Training & Concept Formation • Prompting and Fading Prompts
Friday March 23	Self-Management Strategies	Chapter 11	
Monday March 26 Friday March 30	Techniques for promoting Generalization of Behavior a. Stimulus Generalization b. Maintenance c. Training Generalization	Chapter 10	
Monday April 2 Friday April 6	General Learning Principles: a. Authentic Learning b. Learning without Labels c. Stages of Learning d. Mistakes as Learning Opportunities e. Expectancy f. Motivation g. From Simple to complex h. Support		ABA and My Life Due: • Chaining • Shaping • Generalization
Monday April 9	Putting it all together Review		Self Management Assignment Due
Friday April 13	Quiz #3		