GPRC

DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – HS 1202   Winter 2013

PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AND LEARNING

INSTRUCTOR: Tanya Ray   **PHONE:**   780-539-2043

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OFFICE HOURS: Monday 10:00-11:00, Tuesday 12:00-1:00 or just stop by my office. I may ask you to make an appointment if I am busy.

PREREQUISITE(S)/COREQUISITE:

HS 1102: Behavioral and Functional Assessment

REQUIRED TEXT/RESOURCE MATERIALS:

Alberto, Paul A. and Troutman, Anne C. (2009), Applied Behavior Analysis for Teachers, 9th ed. Columbus, Ohio: Charles Merrill Publishing Company.

CREDIT/CONTACT HOURS:

3 credits

Monday 1:00 – 2:20 & Thursday 10:00 – 11:20

LOCATION: C 316

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.

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)
    f. Overcorrection

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

STUDENT EVALUATION:

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 **<u>increase</u>**. **(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

   ii.   choice of design with rationale

   iii. description of baseline method

   iv.   report of baseline results

   v.   behavioral objective

   vi.   description of intervention method

   vii. report of intervention results

   viii. 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

General Assignment Requirements

Assignments must be typed. 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.

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.

LATE POLICY:

Assignments are to be submitted by 4:30 p.m. 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. Assignments that are placed in the instructor's mailbox must have the time and date recorded by the administration staff. There is an assignment drop box outside H206.

GRADING SYSTEM

ALPHA GRADE	4-POINT EQUIVALENCE		DESCRIPTOR
A+	4.0	90 – 100%	Excellent
A	4.0	85 – 89%	
A-	3.7	80 – 84%	First Class Standing
B+	3.3	76 – 79%	
B	3.0	73 – 75%	Good
B-	2.7	70 – 72%	
C+	2.3	67 – 69%	Satisfactory
C	2.0	65 – 66%	
C-	1.7	60 – 63%	
D+	1.3	55 – 59%	Fail
D	1.0	50 – 54%	Fail
F	0.0	0 – 49%	Fail

Note: As of September, 2012, the passing grade for courses taken within the Human Services Department is **C-** (1.7).

The last day to <u>Withdraw with Permission</u> from HS1202 is March 11, 2012

EXAMINATIONS: There will be 3 unit quizzes throughout the semester cumulatively worth 30%. Assignments will make up the remaining 70%.

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 2012

DATE	TOPIC	READING	ASSIGNMENTS & DUE DATES
January 10	Course Overview Brief Review of 1102 Functional Assessment (Why?)		
January 14	Functional Assessment	p. 172-178 (Ch: 7)	

January 17
 	
January 21
 	
January 24
	Single-Subject Designs
	   a. AB
	   b. Reversal
	   c. Changing criterion
	   d. Multiple Baseline
	   e. Alternating Treatments
	   f. Changing Conditions
		Chapter 6	

January 28 January 31 January 30 February 4 February 7	**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 8	
February 11	**Review**		

February 14	**Quiz #1**		
February 18 **February 21**	**Winter Break**		
February 25 **February 28** **March 4**	**Techniques for Decreasing Behavior** a. Differential Reinforcement Strategies b. Extinction c. Response Cost d. Time Out e. Presentation of Aversive Stimuli (Punishment) f. Overcorrection	Chapter 9	
March 7	Token Economies	p. 225-233	
March 11 **March 14**	Contracting Review	p. 235-238	
March 18	**Quiz #2**		
March 21 **March 25**	**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 10	
March 28 **April 1**	Techniques for promoting Generalization of Behavior a. Stimulus Generalization b. Maintenance c. Training Generalization	Chapter 11	
April 4	Self-Management Strategies	Chapter 12	

April 8 **April 11**	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		
April 15	Putting it all together Review		**Self Management Assignment Due**
April 18	**Quiz #3**		

ABA and My Life Due:

- \+ Reinforcement

- \- Reinforcement

- Types of Reinforcement

- Schedules of Reinforcement

- Differential Reinforcement Strategies for Decreasing Behavior

- Extinction

- Response Cost

- Time Out

- Presentation of Aversive Stimuli & Overcorrection

- Token Economy

- Discrimination Training & Concept Formation

- Prompting and Fading Prompts

- Chaining & Shaping

- Generalization