

2. Upon completion of the course students will demonstrate written and/or practical competencies in the topic areas listed below.

1. Arranging Consequences for Increasing Behaviour

- Positive

Alberto, Paul A. and Troutman, Anne C. (2003) Applied Behavior Analysis for Teachers, 6th ed., Columbus, Ohio: Charles Merrill Publishing Company

Pryor, K. (1999) Don't Shoot the Dog. 2nd ed., Toronto: Bantam

USEFUL WEB SITES

Your text book, *Applied Behavior Analysis for Teachers*, has a companion website located at www.prenhall.com/alberto . Reference to this site can be found in the text book's preface on pages iv – v.

There is also a vast amount of Applied Behavior Analysis material on the web. Below are listed just a few of the sites you might find useful.

Note: If while surfing through behaviorism sites you find one (or more) that is particularly helpful, interesting, or fun, please feel free to share this information in class.

Cambridge Center for Behavioral Studies

<http://www.behavior.org>

This is a great site with a glossary of terms which is particularly well done.

Athabasca University Behavioural Resources

<http://psych.athabascau.ca/html/aupr/ba.shtml>

Teaching Fuzz

<http://epsych.msstate.edu/adaptive/Fuzz/fuzzApplet.html>

This is an animation that lets you practice the use of reinforcement and punishment as you teach “Fuzz” to do what you want him to do.

What is Behavior Analysis

http://www.behavior.org/behavior/what_is_beh_an.cfm

STUDENT EVALUATION:

1. Assignments (65%)

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.

- A. **ABA (Applied Behavioural Analysis) and My Life (30%)**
Students will define each of the following behavioural concepts and provide examples of personal life experiences that il

- Generalization

B. “Strategies that do work and Strategies that Don’t work” (10%)

This assignment will involve attendance at one of the following two workshops, arranged by the Human Services Department.

- A Dozen Strategies that Don’t work with Learning Disabled Kids, And a dozen that Do
- The Last One Picked, First One Picked On

Student will briefly summarize the key points presented at the workshop and then describe how that information relates to the behavioural concepts discussed in class.

Note: These workshops will take place on February 11

Grande Prairie Regional College uses the **ALPA** grading system. This system is described in the table below.

Grade	Descriptor
A+ A	Excellent
A- B+	First Class Standing
B B-	Good

is to be done on their own time i.e. not during class time when new content is being taught.

4. Students are encouraged to ask questions, provide feedback, and participate in class activities and discussions. Class time is the student's opportunity to utilize the expertise of the course instructor and explore how the concepts might be applied in their practicums and future work experiences.

HS1202 PRINCIPLES OF APPLIED BEHAVIOURAL ANALYSIS AND LEARNING
TENTATIVE CLASS SCHEDULE 2005

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>ASSIGNMENTS/TESTS & COMMENTS</u>
Tues. Jan. 4	Course Overview & Introduction to Principles of Applied Behaviour Analysis and Learning; Review of Behavioural and Functional Assessment (HS1102 concepts)		
Thurs. Jan. 6	Continue Review of Behavioural and Functional Assessment – HS1102 concepts; Introduction to Reinforcement	Review your notes from HS1102 class and chapters 2-6 of ABA text. DSD : pg. 1-35	Bring to class, the Pre-Intervention Self Management Assignment you completed in HS1102
Tues. Jan. 11	Increasing Behaviour through Reinforcement: Definitions; Effective Reinforcers; Making reinforcers contingent on behaviour; Making reinforcers immediate; Types of Reinforcers	ABA text: pg. 281- 310	
Thurs Jan. 13	Reinforcement: Contracting; Schedules of Reinforcement	ABA text: pg. 310-320 pg. 320-328	

Tues. Jan. 18

Reinforcement:

Schedules of Reinforcement (continued);
Negative Reinforcement;
Natural Reinforcement

ABA text:

pg. 320-328
pg 328-333
pg. 333-334

DSD:pg 148-164
(Reinforcement in the Real
World)

DSD: pg. 35 – 97 *

Tues. March 1	Stimulus Control & Shaping: Discrimination Training; Concept Formation	ABA text: pg. 401-405	
Thurs. March 3	Stimulus control & Shaping: Prompting; Types of Prompts; Fading Prompts; Effective prompting and fading Stimulus Control for redirection behaviour	ABA text: pg. 401-421	
Tues. March 8	Stimulus Control & Shaping: Teaching Complex Behaviours – Task Analysis & Chaining	ABA text: pg. 422-430	
Thurs. March 10	Stimulus Control & Shaping: Differential Reinforcement for Shaping	ABA text: pg. 431-435	
Tues. March 15	Self Management: Differential Reinforcement - Stimulus Control and Shaping Strategies to learn new behaviour or increase quality of performance for existing behaviours		Bring the work you have done on your self management assignments to class. ABA and My Life Assignment Due <ul style="list-style-type: none"> • Discrimination Training • Concept Formation • Prompting and Fading • Chaining • Shaping
Thurs. March 17	Stimulus Control & Shaping: Unit 3 Exam		Unit 3 Exam
Tues. March 22	Generalization: Types of Generalization; Training Generalization	ABA text: pg. 439-467	

Thurs. March 24	<p>Generalization: Training of Generalization (continued)</p> <p>Self management: Ensuring your behaviour change lasts through incorporation of generalization strategies</p>	ABA text: pg. 439-467	Bring your self management assignment to class
Tues. March 29	Teaching Others to Manage Their Own Behaviour	ABA text: pg. 473-493	ABA and My Life Assignment Due <ul style="list-style-type: none"> • Generalization
Thurs. March 31	<p>Self Management: Class discussion on implementation & results of self management assignments.</p>		Self Management Assignment due
Tues. April 5	<p>Generalization; Self Management: Unit 4 Exam</p>		Unit 4 Exam
Thurs. April 7	Responsible Use of Applied Behaviour Analysis	ABA text: pg. 499-519	
Tues. April 12	<p>Responsible Use of Applied Behaviour Analysis Continued.</p>	Case study handouts	
Thurs. April 14	<p>Putting it all together: Through use of case studies will determine appropriate: Assessment strategies; Behavioural objectives; Strategies for behaviour change</p>	<p>Case study handouts</p> <p>Review your course notes and readings</p>	

Note: This is a **tentative** class schedule and may be subject to change. It is a guide for students to use when preparing ahead for class. Please make your own revisions on this schedule as per class announcements / discussions.