

PSYC 164 Fall 2012: Course Outline

Behavior Management

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Meeting Day / Time / Place:

- W / 10:30-12:20 / Young Bldg, Room 300; F / 10:30-11:20 / Young Bldg, Room 317

Course website: Available through Desire2Learn.

Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation for the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. This course will neither train nor certify you to be a full-fledged behavior analyst; this would require more experience and supervision than is possible in a course of this kind. It should, however, provide you with a foundation of rudimentary skills so that you can practice some of these techniques in your own life, and better understand how desirable and undesirable environment-behavior relations come to develop in your own and others' repertoires.

Course Materials

- (1) Martin, G., & Pear, G. (2011). *Behavior Modification: What It Is and How To Do It* (9th ed). Upper Saddle River, NJ: Pearson.
- (2) PSYC 164 THINK FAST computer program (available at course website)
- (3) PSYC 164 Study Guide (available at course website)
- (4) PSYC 164 Application Exercises Booklet (available at course website)
- (5) Selected journal articles (see pages 4-6; available here: <http://www.ncbi.nlm.nih.gov/pmc/journals/309/>)

Course Overview

On “lecture” days, I will focus on addressing the answers to selected study questions from the required reading (see *Study Questions* section), often supplementing the textbook discussion with my own examples and perspective. Occasionally, I will present new material. After a break, we will work through exercises related to the current required reading (see *Application Exercises* section).

On “test” days, you will write a ~40-45 minute test (see *Test* section). We will review the answers, either immediately afterwards (time permitting) or at the start of the next class. *THINK FAST* assignments are due on test days (see *THINK FAST* section).

On “group presentation” days, there will be two group presentations, each one based on a recent report in the *Journal of Applied Behavior Analysis* (see *Group Presentations* section)

Course Components

Study Guide. The *Study Guide* is organized into three parts for each course unit. First, under “Additional Information”, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy between the Martin & Pear textbook and the *Study Guide*, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions found within the chapters of the textbook. For testing purposes, you are responsible for knowing all the material addressed by these items, unless informed otherwise here. You are also responsible for knowing material addressed by any extra study questions included here. The third section called “Additional Reading,” concerns the *Application Exercises* and *Notes and Extended Discussion* sections found at the end of the chapters of the textbook. For testing purposes, you are not responsible for knowing this material, unless otherwise informed here.

Application Exercises. There are 12 application exercises (some with multiple parts) scheduled throughout the course. They are contained in the *Application Exercises Booklet*, posted on the course website.¹ Each exercise consists of vignettes to be analyzed and/or evaluated according to the behavior principles addressed by the current required reading. A sample analysis or evaluation is provided for the first one or two items. This is a model for how you should approach the remaining items in that section. To ensure your analyses and evaluations are complete, follow the prescribed methods in the sample answers as closely as possible.

Whenever an exercise is scheduled, you should come prepared; that is, you should complete the exercise before you come to class and bring your notes to class. Anything less is unfair to other members of your group. To start, in groups, you will compare and discuss your answers and try to come to a consensus. Then, in turn, each group will be asked to present one or more of its answers to the class, which may provide the basis for additional discussion. A score out of 10 will be assigned for your group work, based on your attendance and your group's performance. A score of zero will be assigned if you are absent or leave early. This component counts **100 points** toward your final grade. Only your best 10 scores will contribute to this count.

Class Activities. There are several class activities scheduled throughout the course. The activities will vary. For example, I may show a video. If so, at the start of class, I may also distribute a quiz containing 10-15 true-false items. As you attend to the video or presentation, you would be required to complete the quiz and submit it at the end of class. Overall, this component counts **30 points** toward your final grade.

THINK FAST. In order to think critically about behavior analysis, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. The PSYC 164 version of *THINK FAST* includes six decks of cards, one for each unit. After you select a deck, a session begins: the cards are presented one at a time and you have two minutes to give the answer to as many cards as possible. While there are several response options for learning the cards, you should work only in the *Type Keyword* mode. In this mode, flashcards are presented one at a time, missing either the answer or a keyword or phrase, and you are required to type in the missing word(s).

Marks are assigned for practicing, and bonus marks are awarded for mastery. Specifically, for each deck (unit), you will earn 20 points for practicing at least 20 sessions, totaling at least 40 minutes; you will also earn 2 bonus points if you achieve at least 5 sessions of mastery. The mastery criterion is at least 5 correct responses per minute with less than one incorrect response per minute. There is also an optional seventh deck called "164Bonus," which contains all the cards for this course. If you achieve at least 15 sessions of mastery with this deck, you will earn 18 bonus points. The due dates for meeting the requirements for each deck are listed in the Class Schedule (see pages 4-5). Overall, this component counts for **120 points** toward your final grade. In addition, you can earn up to 30 bonus points.

THINK FAST keeps a record of your scores on the disk. To be graded, you must upload a copy of your progress report through the appropriate link (Dropbox) at the course website prior to the start of class on the day it is due. If, for some reason, you do not meet the deadline for properly submitting your *THINK FAST* progress report, all is not lost—there will be an opportunity to submit it later in the course for part marks.

At the end of the course you may be asked to submit a file on your disk containing all your data (details to be announced in class). If the data in that file do not match the reports you submitted earlier, then this will be investigated further and the rules and regulations concerning cheating at Camsoun College will apply.

For more detailed information about *THINK FAST*, including how to prepare a copy of progress report and then upload it to the course website, see the document called "*PSYC 164 Using THINK FAST*," available for both PC and MAC versions at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* should have positive benefits for you beyond merely memorizing the definitions.

¹ Many of the vignettes in this booklet are taken from: Grant, L., & Evans, A. (1994). *Principles of Behavior Analysis*. New York: Harper Collins.

Tests. There are six tests, one for every unit in the course. Each test will consist of about 30 items, a mixture of multiple choice, true-false, and fill-in-the-blank formats. Tests are weighted equally; overall, they count **600 points** toward your final grade.

Group Presentations. On the first day of class you will form into a group of your own choosing, consisting of about 3-5 students. This will be your group both for the application exercises (see *Application Exercises* section) and for the group presentation. Also on the first day of class, your group will select a journal article, which will be the basis for its presentation to the class at a later date. The selections are listed on pages 4-5, and choice is on a “first come, first serve” basis. The articles consist of recently published research in the *Journal of Applied Behavior Analysis*. They include a wide range of applications of the behavior principles we will be discussing.

Your group’s presentation should last about 20 minutes. All group members are required to participate. The presentations must include displays in PowerPoint format. The information on the slides should be in point form, with your talk expanding upon these points. Additional touches, such as having members in your group act out the treatment procedure, will be looked upon very favorably. When the presentation is over, I will ask questions to your group, and how you answer will impact the grade assigned for this component. A short discussion may then ensue. At least 24 hours prior to the presentation your group must email me: (1) the PowerPoint slides and (2) a quiz about the presentation (5 true-false items, with answer key). More details will follow, and I will be modeling a sample presentation in class. See also the *Presentation Guidelines* at the course website.

Overall, the presentation component counts **150 points** toward your final grade, with each group member receiving the same grade (unless there is good reason to do otherwise). There will be at least one test item about each presentation on the test that follows it.

Bonus. There may be other ways to earn bonus marks besides *THINK FAST*. Details will be provided in class.

Evaluation

Application Exercises (best 10)	100
Class Activities (~3)	30
<i>THINK FAST</i> (6)	120
Tests (6)	600
Group Presentation	150
TOTAL	1000
Bonus up to...	30

Final Grade / Percentage Equivalents

A+	A	A-	B+	B	B-	C+	C	D	F
> 90%	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	< 50

Notes

- Tests will not be returned to you, but you can review them with me during my office hours.
- Your scores will be updated frequently on the course website. Check them regularly for accuracy.
- Final grade scores will NOT be rounded to the nearest whole number (e.g., 84.99 = A-; 85.00 = A).
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others, unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. ***Travel plans will not be accepted as an excuse.***
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to make arrangements for substitute work. Late contact (e.g., after the tentative final grades are posted) is unacceptable. Typically, I will require documentation of the circumstance.

CLASS SCHEDULE

- Sept 5 (W) • Introduction to course format
 ★ Class Activity 1
- Sept 7 (F) **UNIT 1: Introduction; Dealing With Data**
Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
 ★ Class Activity 2
- Sept 12 (W) Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
 ★ Class Activity 3
- Sept 14 (F) ➤ *THINK FAST:* Unit1 assignment due
 ➤ Test 1
- Sept 19 (W) **UNIT 2a: Reinforcement**
Required Reading: Martin & Pear, Chapter 3
 ❖ Application Exercise A
- Sept 21 (F) ★ Class Activity 4
- Sept 26 (W) **UNIT 2b: Extinction**
Required Reading: Martin & Pear, Chapter 5
 ❖ Application Exercise B
- Sept 28 (F) Two Group Presentations (10 bonus points for these first two presentations)
 ▪ Rice, A., Austin, J., & Gravina, N. (2009). Increasing customer service behaviors using manager-delivered task clarification and social praise. *Journal of Applied Behavior Analysis*, 42, 665-669. **[positive reinforcement]**
 ▪ Freeman, K. A. (2006) Treating bedtime resistance with the bedtime pass: A systematic replication and component analysis with 3-year-olds. *Journal of Applied Behavior Analysis*, 39, 423-428. **[extinction]**
- Oct 3 (W) **UNIT 2c: Aversive Control**
Required Reading: Martin & Pear, Chapters 12, 13
 ❖ Application Exercise C
- Oct 5 (F) ➤ *THINK FAST:* Unit 2 assignment due
 ➤ Test 2
- Oct 10 (W) **UNIT 3a: Reinforcement Schedules**
Required Reading: Martin & Pear, Chapters 6, 7
 ❖ Application Exercise D

- Oct 12 (F) Two Group Presentations
- Himle, M. B., Woods, D. W., & Bunaciu, L. (2008). Evaluating the role of contingency in differentially reinforced tic suppression. *Journal of Applied Behavior Analysis*, 41, 285-289. **[schedules]**
 - Marholin, D., II, & Gray, D. (1976). Effects of group response-cost procedures on cash shortages in a small business. *Journal of Applied Behavior Analysis*, 9, 25-30. **[punishment]**
- Oct 17 (W) **UNIT 3b: Shaping**
- Required Reading: Martin & Pear, Chapter 10
- ❖ Application Exercise E
- Oct 19 (F)
- *THINK FAST:* Unit 3 assignment due
 - Test 3
- Oct 24 (W) **UNIT 4a: Stimulus Discrimination**
- Required Reading: Martin & Pear, Chapter 8
- ❖ Application Exercise F
- Oct 26 (F) Two Group Presentations
- Ricciardi, J. N., Luiselli, J. K., & Camare, M. (2006). Shaping approach responses as intervention for specific phobia in a child with autism. *Journal of Applied Behavior Analysis*, 39, 445-448. **[shaping]**
 - Grow, L. L., LeBlanc, L. A., & Carr, J. E. (2010). Developing stimulus control of the high-rate social-approach responses of an adult with mental retardation: A multiple-schedule evaluation. *Journal of Applied Behavior Analysis*, 43, 285-289. **[discrimination training]**
- Oct 31 (W) **UNIT 4b: Fading**
- Required Reading: Martin & Pear, Chapter 9
- ❖ Application Exercise G
- Nov 2 (F)
- *THINK FAST:* Unit 4 assignment due
 - Test 4
- Nov 7 (W) **UNIT 5a: Conditioned Reinforcement**
- Required Reading: Martin & Pear, Chapter 4
- ❖ Application Exercise H
- Nov 9 (F) Two Group Presentations
- Osborne, K., Rudrud, E., & Zezoney, F. (1990). Improving curveball hitting through the enhancement of visual cues. *Journal of Applied Behavior Analysis*, 23, 371-377. **[prompting and fading]**
 - Petry, N. M., Bickel, W. K., Tzani, E., Taylor, R., Kubik, E., Foster, M., & Hughes, M. E. (1998). A behavioral intervention for improving verbal behaviors of heroin addicts in a treatment clinic. *Journal of Applied Behavior Analysis*, 31, 291-297. **[conditioned reinforcement]**

- Nov 14 (W) **Unit 5b: Chaining**
Required Reading: Martin & Pear, Chapter 4
 ❖ Application Exercise I
- Nov 16 (F) Two Group Presentations
- Tarbox, J., Madrid, W. Aguilar, B. Jacobo, W. & Schiff, A. (2009) Use of chaining to increase complexity of echoics in children with autism. *Journal of Applied Behavior Analysis, 42*, 901-906. [chaining]
 - Jerome, J., Frantino, E. P. & Sturmey. P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior Analysis, 40*, 185-189. [chaining]
- Nov 21 (W) **UNIT 5c: Programming Generality**
Required Reading: Martin & Pear, Chapter 16
 ❖ Application Exercise J
- Nov 23 (F) ➤ *THINK FAST:* Unit 5 assignment due
 ➤ Test 5
- Nov 28 (W) **UNIT 6a: Capitalizing on Stimulus Control**
Required Reading: Martin & Pear, Chapters 17, 18
 ❖ Application Exercise K
- Nov 30 (F) Two Group Presentations
- Kazbour, R. R., & Bailey, J. S. (2010). An analysis of a contingency program on designated drivers at a college bar. *Journal of Applied Behavior Analysis, 43*, 273-277. [antecedent control]
 - Sigurdsson, S. O., Ring, B. M., Needham, M. Boscoe, J. H. & Silverman, K. (2011). Generalization of posture training to computer workstations in an applied setting. *Journal of Applied Behavior Analysis, 44*, 157-161. [programming for generalization]
- Dec 5 (W) **UNIT 6b: Respondent Conditioning**
Required Reading: Martin & Pear, Chapters 15, 16
 ❖ Application Exercise L
- Dec 7 (F) ➤ *THINK FAST:* Unit 6 assignment due
 ➤ Test 6