



## COURSE OUTLINE

### SOC SCI 2UA3E

#### Principles of Applied Behaviour Analysis 1

Day of the Week: Monday's 19:00-22:00

Location: KTH B132

**McMaster University**  
**Faculty of Social Sciences**

**Instructor: Brian Mason**  
**masonbr@mcmaster.ca**

**Office: KTH 208**  
**Office Hours: Monday 18:00-19:00pm**

#### **Course Description:**

This course presents an introductory examination of the principles of applied behavior analysis and how they can be applied to clinical populations, such as persons with autism.

#### **Course Objectives:**

Upon completion of this course, students will be able to:

1. State the underlying principles of Applied Behaviour Analysis. Explain its dimension.
2. Explain the differences between various models within behavioural psychology.
3. Identify various principles of Applied Behaviour Analysis and state how they can be applied to problems of social importance.
4. Explain how treatment effectiveness is determined through data collection, graphing and analysis.

#### **Developing Transferable Skills**

You will work on developing academic skills that are transferable to your other university courses as well as to the workforce. These skills include:

- critical reading and thinking;
- communication (oral, written and visual);
- research skills; and

- group work skills.

### **Required Textbooks:**

ISBN	Textbook Title & Edition	Author & Publisher
ISBN 13: 978-1-59738-050-8 ISBN 10: 1-59738-050-4	Behavior Analysis for Lasting Change, Fourth Edition	Mayer, G. Roy; Sulzer-Azaroff, Beth; Wallace, Michele (2014). <i>Sloan Publishing</i> .

### **Evaluation Components:**

Assessment Activity	% of Grade	Date Due
Weekly Quizzes (8 x 2.5%)	<b>20%</b>	Weekly
Midterm Exam	<b>20%</b>	October 30, 2017
Case Study Group Assignment	<b>20%</b>	Throughout the semester- Dropbox submissions for each component
FINAL EXAM Cumulative	<b>40%</b>	Final Exam period

#### **Weekly Quizzes:**

Quizzes will be administered at the *beginning* of each class indicated. Content for the quizzes will be derived from the lectures and readings. These quizzes are not cumulative.

#### **Midterm Exam (cumulative):**

The midterm exam will include content derived from the lectures and readings from the beginning of the course up to the time of the exam. The midterm exam will be administered at the beginning of class on the date indicated.

### **Case Study Group Assignment:**

In small groups students will be required to analyze a case study, and complete mini-assignments related to the concepts and principles of ABA. Components of the case study will be due throughout the semester (refer to the course schedule below).

<b>Components</b>	<b>Percentage</b>	<b>Due Date</b>
Operational Definition	5%	October 2, 2017
Data Collection	5%	October 23, 2017
Reinforcement assessment	5%	November 6, 2017
Stimulus Control and write up	5%	November 20, 2017

### **Operational Definition Assignment**

Create an operational definition for the behaviours in your case study. Include all of the relevant problem behaviours. If you can also come up with a “replacement” behaviour for your problem behaviour, add in an operational definition for that.

### **Reinforcer Assessment**

Conduct a forced-choice preference assessment and a multiple stimulus without replacement assessment. Select items to use in the assessment based on the profile discussed in your case study. Use the same stimuli in each assessment and compare the results across assessments. Write up a summary including a graph for each of the assessments.

### **Data Collection**

Describe what type of data collection measures you will be using to measure your problem behaviours. Create a data sheet you could use to track this behaviour and create hypothetical baseline data in an excel graph.

### **Stimulus Control**

Using the principles of applied behaviour analysis that you have learned about in class, develop a program that teaches a novel skill and transfers control to natural contingencies.

## **Final Exam (cumulative)**

The final exam is cumulative and will include content covered in class and in the readings over the course of the semester.

### **Assignment Submission Guidelines**

**Written Assignments:** All written assignments are to be typed and double-spaced. Please include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Please submit a paper copy to the Instructor at the start of class on the due date as well as submit one file copy per group to the appropriate Dropbox in Avenue 2Learn.

**Submitting Assignments Electronically:** Group assignments submitted electronically must include the last names of all members of the group in the filename: e.g. Mason\_Hendry\_Khan\_Data\_Collection.rtf.

**Late Submissions:** All work is due on the date stated by 11:59pm, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

**Class Participation and Engagement:** Class participation and engagement is an important component of this course (and of active learning). Therefore, we expect all students to be 'active' participants in this course. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments.

Your participation will be significantly influenced by your active involvement in class, and the quality of that involvement. Negative class participation includes the following: missing classes, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in or disruption of class/class activities, sleeping during class, coming to class late or leaving early, and using any of the following electronic devices: cell phones, mp3 players, ipods, ipads, and other electronic devices. Computers may be used in class but ONLY for note taking purposes.

The success of this course depends on you! Students who are most successful in this course fulfill these expectations, and engage in all aspects of the course!

**Group Assignments:** For all group assignments, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop

valuable 'working-as-a-team' skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

**Policy for Returning Assignments/Posting Grades:** In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your examinations and the group assignment in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope when submitting the assignments for return by mail and
4. Submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructor during the first class.

Grades for examinations and the group assignment will be posted in Avenue2Learn. Final grades for the course will be posted on Mosaic.

### **UNIVERSITY POLICY ON ACADEMIC DISHONESTY:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **A NOTE ABOUT THE USE OF AVENUE 2 LEARN IN THIS COURSE:**

In this course we will be using Avenue 2 Learn for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **A NOTE ABOUT THE USE OF TURNITIN.COM IN THIS COURSE**

In this course we may be using a web-based service (Turnitin.com) to reveal plagiarism. If announced by the Instructor, students will be expected to submit their work electronically to Turnitin.com as well as in hard copy so that it can be checked for plagiarism. Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of their work to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

### **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Access Copyright Regulations:**

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

**Student Accessibility Services (SAS) *formerly Centre for Student Development (CSD)*:**

**If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early as possible in the term.**

**What are my responsibilities as a student registered at SAS?** Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- providing the course instructor with their accommodation letter from SAS.

For more information, see the SAS website: <http://sas.mcmaster.ca/>

## COURSE SCHEDULE

Date	Topic, Lecture Details & Homework	Chapter
Week 1 September 11	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to course and course requirements</li> <li>• Introduction to the field of ABA</li> </ul> <p><b>Chapter 1:</b> Achieving Lasting Change Through Behavior Analysis</p> <p><b>Article: Posted online</b></p> <p>1) Baer, Wolf, Risley (1968) Some Current Dimensions of Applied Behavior Analysis, Journal of Applied Behaviour Analysis, Vol 1 (91-97). <a href="http://seab.envmed.rochester.edu/jaba/articles/1968/jaba-01-01-0091.pdf">http://seab.envmed.rochester.edu/jaba/articles/1968/jaba-01-01-0091.pdf</a></p>	1
Week 2 September 18	<p><b>Chapter 2:</b> Introducing Effective Strategies of Change: Essential Building Blocks</p> <p>QUIZ 1</p>	2
Week 3 September 25	<p><b>Chapter 3:</b> Preparing an Environment Supportive of Behavior Change</p> <p><b>Chapter 4:</b> Sharpening the Focus by Refining Goals and Objectives</p> <p>QUIZ 2</p>	3, 4
Week 4 October 2	<p><b>Chapter 5:</b> Fueling Behavior Change with Reinforcement</p> <p><b>Chapter 6:</b> Increasing Behavior by Developing and Selecting Powerful Reinforcers</p> <p>CASE STUDY PART 1 DUE: OPERATIONAL DEFINITIONS</p> <p>QUIZ 3</p>	5, 6



Week 5 October 9	Midterm Recess	
Week 5 October 16	<p><b>Chapter 7:</b> Assessing and Monitoring Behavior Change Programs by Collecting Useful Data</p> <p><b>Chapter 8:</b> Optimizing Client Progress by Using Tools to Monitor Behavior Change: Recording, Graphing, and Analyzing Patterns of Change</p> <p>QUIZ 4</p>	7, 8
Week 6 October 23	<p><b>Chapter 11:</b> Implementing Reinforcement Effectively</p> <p><b>Chapter 12:</b> Selecting Programs for Promoting and Supporting Group Change</p> <p>CASE STUDY PART 2 DUE: DATA COLLECTION</p> <p>QUIZ 5</p>	11, 12
Week 7 October 30	<p><b>Chapter 13:</b> Teaching New Behavior: Shaping</p> <p><b>Chapter 14:</b> Teaching Complex Behavior</p> <p>MIDTERM EXAM</p>	13, 14
Week 8 November 6	<p><b>Chapter 15:</b> Antecedent Control: Stimulus Control and Motivating Operations</p> <p>CASE STUDY PART 3 DUE: REINFORCEMENT ASSESSMENT</p> <p>QUIZ 6</p>	15

<p>Week 9 November 13</p>	<p><b>Chapter 16:</b> Identifying Various Forms of Discriminative Learning</p> <p><b>Chapter 17:</b> Achieving Behavior Change Under the Appropriate Conditions</p> <p><b>Chapter 20:</b> Shifting and Expanding Stimulus Control</p> <p>QUIZ 7</p>	<p>16, 17, 20</p>
<p>Week 10 November 20</p>	<p><b>Chapter 22:</b> Maintaining Behavior: Ratio and Differential Reinforcement Schedules</p> <p><b>Chapter 23:</b> Maintaining Behavior: by arranging schedules of Reinforcement</p> <p>QUIZ 8</p> <p>CASE STUDY PART 4 DUE: STIMULUS CONTROL and FINAL WRITE UP</p>	<p>22, 23</p>
<p>Week 11 November 27</p>	<p><b>Chapter 29:</b> Using Negative Punishment: Response Cost and Timeout</p> <p><b>Chapter 30:</b> Minimizing Coercion: Reducing Behavior with Positive Punishment</p>	<p>29, 30</p>

<p>Week 12 December 4</p>	<p><b>Chapter 21:</b> Expanding Stimulus Control: Generalization</p> <p><b>Chapter 24:</b> Supporting and Supervising Contingency Managers</p> <p>EXAM REVIEW</p>	<p>21, 24</p>
<p>Week 13 December 11</p>	<p><b>Final Exam</b></p>	

**Note:**

- Any homework that is a “Dropbox item” indicates homework that will count towards the allocated in-class activity marks. The homework will form the basis for in-class discussions and group work. Prior to the start of class please post the required information to the appropriate Dropbox in Avenue2Learn. (For discussion purposes make sure you bring a copy to class or have access to the information on your lap top.)
- Deadlines for chapter quizzes will be posted on Avenue2Learn and will appear in the calendar.
- **The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email.**