



## COURSE OUTLINE

### SOC SCI 2UB3E

## Principles of Applied Behaviour Analysis 2

Day of the Week: Wednesdays – 19:00 to 22:00 PM

Location: KTH B132

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

**Instructor: Brian Mason**

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**Office:** Kenneth Taylor Hall (KTH) 208

**Office Hours:** Wednesdays 1800-1900 or by appointment

### **Course Description:**

This course presents an examination of the principles of applied behavior analysis and how they can be applied to clinical populations, such as persons with autism. This course is a follow up to 2UA3, and will examine research in the field of ABA and consider clinical applications of the concepts presented.

### **Course Objectives:**

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

1. Identify various principles of applied behaviour analysis and state how they can be applied to problems of social importance.
2. Explain how treatment effectiveness is determined through data collection, graphing and analysis.
3. Identify and describe research from within the field of applied behaviour analysis.
4. Make effective presentations of key concepts in ABA.

### **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);

- self and peer evaluation;
- 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> .

**Required Materials:**

Fox, E.J. *An Introduction to Verbal Behavior*

<https://foxylearning.com/tutorials/vb>

Students will be responsible for purchasing 'Premium access' (\$12)

Use Course Connection Code: 620062

**Evaluation Components:**

Assessment Activity	% of Grade	Date Due
Weekly Interteaching (X5)	<b>20%</b>	Dates listed below
Midterm Exam	<b>30%</b>	February 14, 2018  (in class)
Verbal Behaviour Online Tutorial	<b>10%</b>	March 21, 2018
FINAL EXAM Cumulative	<b>40%</b>	Exam week

**Weekly Interteaching:**

For 5 weeks across this term you will be assigned a partner in class. You and this partner will work on completing the Interteaching materials.

Prior to each class, you will be required to complete a workbook based on the readings (approximately 5 questions), then you will complete an activity with your partner.

Your grade for each week will be comprised of your completion of the Interteaching workbook as well as the in-class activity.

### **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.

### **Online tutorials**

Students will complete two online tutorials and provide instructors with a certificate of completion, handed in using the dropbox on Avenue to Learn.

### **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. The final exam will be administered through the testing centre on the date provided.

## **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:** Individual assignments submitted electronically must include your last name in the filename: e.g. Mason\_Workbook\_5\_Interteaching.rtf.

**Late Submissions:** All work is due on the date stated, at the beginning of class, 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.

### **McMaster Student Absence Form (MSAF):**

This on-line self-reporting tool is for undergrad students to report one absence of up to 3 days per term. The MSAF gives you the ability to request relief for any missed academic work during that one absence (that is less than 25% of the course grade). Please note: this tool cannot be used during any final examination period.

You may submit only 1 MSAF per term. This form should be filled out as soon as possible before you return to class after your absence. It is YOUR responsibility to follow up with your instructor immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that is possible for the missed work.

If you are absent more than 3 days or exceed 1 request per term, are absent for a reason other than medical, or have missed work worth 25% or more of your final grade, you MUST visit the office of the Associate Dean in your Faculty. You may be required to provide supporting documentation to the Faculty office. You must NOT submit any medical or other relevant documentation to your instructor. Your instructor may NOT ask you for such documentation. All documentation requests will only come from the Faculty office.

### **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://csd.mcmaster.ca/sswd/faqs.html>

## **COURSE SCHEDULE**

<b>Date</b>	<b>Topic, Lecture Details &amp; Homework</b>	<b>Chapter</b>	<b>BACB Content Area</b>
Week 1 January 10, 2018	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to course and course requirements</li> </ul> <p>Biglan, A. (2015). <i>The nurture effect: How the science of human behavior can improve our lives and our world</i>. New Harbinger Publications. Chapter 1</p> <p>Critchfield, T. S. (2014). Ten rules for discussing behavior analysis. <i>Behavior Analysis in Practice</i>, 7(2), 141-142.</p>		FK-0, FK-02, FK-03, FK-04, FK-06, FK-07, FK-08, FK-09
Week 2 January 17, 2018	<p><b>Chapter 10:</b> Setting a Foundation for Positive Change: Identifying Participant's Functional Reinforcers</p>	10	G-01, G-02, G-03, G-08, I-02, I-03, I-04, FK-32,

Week 3 January 24, 2018	<p><b>Chapter 26:</b> Preventing Unwanted Behavior: Antecedent Methods</p> <p><b>Interteaching Workbook 1 Due in class</b></p>	26	G-08, FK-39
Week 4 January 31, 2018	<p><b>Chapter 27:</b> Preventing and Reducing Unwanted Behavior: Non-contingent reinforcement and Extinction</p> <p><b>Chapter 28:</b> Constructively Preventing and Reducing Behavior: Differential Reinforcement Procedures</p> <p><b>Interteaching Workbook 2 Due in class</b></p>	27 and 28	C-03, D-18, D-20, D-21, E-07, FK-22, FK-38, J-10
Week 5 February 7, 2018	<p>Lehman, P. K., &amp; Geller, E. S. (2005). Behavior analysis and environmental protection: Accomplishments and potential for more. <i>Behavior and social issues</i>, 13(1), 13-32.</p> <p>Biglan, A., &amp; Embry, D. D. (2013). A framework for intentional cultural change. <i>Journal of contextual behavioral science</i>, 2(3), 95-104</p> <p><b>Interteaching Workbook 3 Due in class</b></p>		
Week 6 February 14, 2018	<b>Midterm Exam. No content this week.</b>		
February 21, 2018	<b>WINTER BREAK WEEK</b>		
Week 7 February 28, 2018	<p>Moore, J. (2011). What do mental terms mean? <i>The Psychological Record</i>, 60(4), 10.</p> <p>Friman, P. C. (2010). Come on in, the water is fine: Achieving mainstream relevance through integration with primary medical care. <i>The Behavior Analyst</i>, 33(1), 19.</p>		FK-08, FK-07, FK-41, FK-42
Week 8 March 7, 2018	<p><b>Chapter 19:</b> Teaching, Expanding and Refining Verbal Behavior</p>	19	FK-24, FK-25, FK-31, FK-34, FK-35, FK-36, FK-37, FK-41, FK-42,



	<b>Interteaching Workbook 4 Due in class</b>		FK-43,FK-44, FK-45, FK-46
Week 9 March 14, 2018	<b>Online tutorial – NO CLASS</b>  <b>An Introduction to Verbal Behavior</b> <a href="https://foxylearning.com/tutorials/vb">https://foxylearning.com/tutorials/vb</a>		FK-24,FK-25, FK-31, FK-34,FK-35,FK-36, FK-37,FK-41, FK-42, FK-43,FK-44, FK-45, FK-46
Week 10 March 21, 2018	<b>Online tutorial – NO CLASS</b>  <b>An Introduction to Relational Frame Theory</b> <a href="https://foxylearning.com/tutorials/rft">https://foxylearning.com/tutorials/rft</a>  <b>Introduction to Verbal Behavior Certificate due</b>		FK-12,FK-24, FK-25, FK-31,FK-34,FK-35,FK-36, FK-37,FK-41, FK-42, FK-43,FK-44, FK-45, FK-46
Week 11 March 28, 2018	Relational Frame Theory class Blackledge, J. T. (2003). An introduction to relational frame theory: Basics and applications. <i>The Behavior Analyst Today</i> , 3(4), 421.  <b>Interteaching Workbook 5 Due in class</b>		FK-12,FK-24, FK-25, FK-31,FK-34,FK-35,FK-36, FK-37,FK-41, FK-42, FK-43,FK-44, FK-45, FK-46
Week 12 April 4, 2018	<b>Language: Putting it all together</b>  Barnes-Holmes, D., Barnes-Holmes, Y., & Cullinan, V. (2000). Relational frame theory and Skinner's Verbal Behavior: A possible synthesis. <i>The Behavior Analyst</i> , 23(1), 69.  <b>Final Exam review</b>		FK-12,FK-24, FK-25, FK-31,FK-34,FK-35,FK-36, FK-37,FK-41, FK-42, FK-43,FK-44, FK-45, FK-46
Final Exam period	<b>FINAL EXAM</b>		

April 11-26, 2018			
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**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.)
- **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**