

SOCSCI 2UB3: Principles of Applied Behaviour Analysis 2

Course information:

- Wednesdays (19:00-22:00), January 10 – April 6, 2022
- Instructor: Monica Hughes
- Office: BSB 108
- Office hours: In Person (Wednesday, 18:00-19:00)
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Course Overview

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:

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

Course Format

Information will be presented through in-person lectures, case study analyses and discussion. For approximately one-third of the class time, information will be given in a lecture-discussion format. This information will focus on a selected theoretical framework as applied to Applied Behaviour Analysis practice with individuals.

Required Texts:

- Behaviour Analysis for Lasting Change, Fourth Edition. Mayer, G. Roy; Sulzer-Azaroff, Beth; Wallace, Michele (2014). Sloan Publishing. ISBN 13: 978-1-59738-085-0.
- Online Coursepack from FoxyLearning (\$24 USD):
<https://foxylearning.com/product/151261/>

Course Requirements/Assignments

Requirements Overview and Deadlines

1. Online Quizzes (6 x 5% = 30%) – See course schedule for due dates
2. Interteaching (4 x 5% = 20%) – See course schedule for due dates
3. Verbal Behaviour Online Tutorial (10%) – March 15th, 2022
4. Final Exam: Cumulative (40%) – April 6th, 2022

Requirement/Assignment Details

- Weekly Quizzes:
- Quizzes will be available online on Wednesday of each week (after lecture) and close on the following Tuesday at 11:59 pm (starting week 2). Content for the quizzes will be derived from lectures and weekly readings. These quizzes are not cumulative. Quizzes will be first submission only and a time limit of 30 minutes.
- Interteaching Workbook:
- For 4 weeks across this term, you will work with a partner in class. You and your partner will work on completing the Interteaching materials. Prior to each class, you will be required to complete the readings for the workbook chosen, then you will complete series of questions with your partner. Your grade for each week will be comprised of your completion of the Interteaching workbook (questions uploaded to Avenue by end of lecture).
- Verbal Behaviour Online Tutorial (coursepack):
- Students will complete the Introduction to Verbal Behaviour online tutorial and provide instructors with a certificate of completion, handed in using the dropbox on Avenue to Learn.
- Final Exam (cumulative):
- The final exam will be cumulative and will include content covered in lectures, interteaching activities and readings over the course of the semester. There will be a time limit of 2 hours for the final exam. The final exam will take place in class on April 6th. The final exam review will be available one week before the exam.

Assignment Submission and Grading

Form and Style

Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date. Number all pages (except

title page). Individual assignments submitted electronically must include your last name in the filename: e.g., Hughes_Workbook5_Interteaching.pdf.

Avenue to Learn

In this course we will be using Avenue to Learn. 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 with the course instructor.

Submitting Assignments & Grading

Assignments and quizzes must be completed and submitted online by 11:59pm the day they are due. Grades will be uploaded the following week for assignments/quizzes. 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!

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Student Responsibilities

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material before viewing the online lecture material and completing weekly assignments.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Integrity

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. **It is your responsibility to understand what constitutes academic dishonesty.** 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](#).

The following illustrates only three forms of academic dishonesty:

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

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software,

etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca for further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally **within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

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 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, they may not reply.

Course Weekly Topics and Readings

Week 1: January 12 (VIRTUAL)

Topics:

- Introduction to course and course requirements
- Review of core ABA concepts

Assignments/Quiz Due:

- NONE

Readings:

- Biglan, A. (2015). The nurture effect: How the science of human behavior can improve our lives and our world. New Harbinger Publications. Chapter 1
- Critchfield, T. S. (2014). Ten rules for discussing behavior analysis. Behavior Analysis in Practice, 7(2), 141-142.

Week 2: January 19 (VIRTUAL)

Topics:

- Functional Behaviour Assessment (FBA)
- Functions of behaviour

Assignments/Quiz Due:

- Quiz 1 (open January 19-January 25)

Readings:

- Chapter 10: Setting a foundation for positive change: Identifying participant’s functional reinforcers

Week 3: January 26 (VIRTUAL)

Topics:

- Punishment vs. proactive
- Using positive behaviour support (PBS) strategies

Assignments/Quiz Due:

- Quiz 2 (open January 26-February 1)
- Interteaching Workbook 1 (due on A2L Dropbox by 11:59PM)

Readings:

- Chapter 26: Preventing unwanted behaviour: Antecedent methods

Week 4: February 2 (VIRTUAL)

Topics:

- Non-contingent reinforcement
- Extinction

Assignments/Quiz Due:

- Quiz 3 (open February 2-8)

Readings:

- Chapter 27: Preventing and reducing unwanted behavior: Non-contingent reinforcement and extinction

Week 5: February 9 (IN-PERSON)

Topics:

- Differential reinforcement

Assignments/Quiz Due:

- Interteaching Workbook 2 (due in class)
- Quiz 4 (open February 9-15)

Readings:

- Chapter 28: Constructively preventing and reducing behavior: Differential reinforcement procedures

Week 6: February 16 (IN-PERSON)

Topics:

- Becoming a culturally competent behaviour analyst
- Environmental improvement through behaviour change

Assignments/Quiz Due:

- NONE

Readings:

- Lehman, P. K., & Geller, E. S. (2005). Behavior analysis and environmental protection: Accomplishments and potential for more. Behavior and social issues, 13(1), 13-32.
- Biglan, A., & Embry, D. D. (2013). A framework for intentional cultural change. Journal of contextual behavioral science, 2(3), 95-104

MIDTERM BREAK

Week 7: March 2 (IN-PERSON)

Topics:

- Verbal Behaviour

Assignments/Quiz Due:

- Quiz 5 (open March 2-8)
- Interteaching Workbook 3 (due in class)

Readings:

- Moore, J. (2011). What do mental terms mean? *The Psychological Record*,60(4), 10.
- Friman, P. C. (2010). Come on in, the water is fine: Achieving mainstream relevance through integration with primary medical care. *The Behavior Analyst*,33(1), 19.

Week 8: March 9 – NO CLASS

Topics:

- Online module: Verbal Behaviour

Assignments/Quiz Due:

- Introduction to Verbal Behaviour certificate (upload on Avenue by March 15th at 11:59PM)

Readings:

- An Introduction to Verbal Behaviour (Coursepack)

Week 9: March 16 (IN PERSON)

Topics:

- Relational Frame Theory (RFT)

Assignments/Quiz Due:

- Quiz 6

Readings:

- An introduction to Relational Frame Theory (Coursepack)
- Blackledge, J. T. (2003). An introduction to relational frame theory: Basics and applications. *The Behavior Analyst Today*, 3(4), 421.

Week 10: March 23 (IN-PERSON)

Topics:

- Language: Putting it all together

Assignments/Quiz Due:

- Interteaching Workbook 4 (due in class)

Readings:

- Barnes-Holmes, D., Barnes-Holmes, Y., & Cullinan, V. (2000). Relational frame theory and Skinner's Verbal Behavior: A possible synthesis. *The Behavior Analyst*, 23(1), 69.

Week 11: March 30 (IN-PERSON)

Topics:

- Exam review
- Assignments/Quiz Due:
- NONE

Readings:

- NONE

Week 12: April 6 (IN-PERSON)

Topics:

- In-person question and answer re: final exam (first 30-45 minutes of class)

Assignments/Quiz Due:

- Final Exam in class (2 hours)