

Learning Plan
1.0 COURSE INFORMATION

Course Name	Applied Behaviour Analysis 2
Course Code	HumBehv 3D03
Development School	Faculty of Science
Program Code and Name	Autism and Behaviour Science (Mohawk) and PNB (McMaster)
Department	Health Studies (Mohawk) Psychology (McMaster)
Academic Year	2017-2018

2.0 FACULTY CONTACT INFORMATION

Faculty Name	Campus / Office	Phone	Ext	Email Address
Jenna Scime Office hours Before or after class (or by apt)	McMaster	N/a	xxx	Scimej1@mcmaster.ca

3.0 RESOURCES
REQUIRED RESOURCES:
Text Book:

1. **Behavior Analysis for Lasting Change, Third Edition** by G. Roy Mayer, Beth Sulzer-Azaroff, and Michele Wallace

Articles:

1. Baer, D.M., Wolf, M.M. & Risley, T.R. (1968). Some current dimensions of applied behaviour analysis. *Journal of Applied Behaviour Analysis, 1*, 91-97. (review)
2. Baer, D.M., Wolf, M.M. & Risley, T.R. (1987). Some still current dimensions of applied behaviour analysis. *Journal of Applied Behaviour Analysis, 20*, 313-327. (review)
3. Iwata, B, Pace, G.M., Cowdery, G.E. & Miltenberger, R.G. (1994) What makes Extinction Work: An Analysis of procedural form and function. *Journal of Applied Behavior Analysis, 27*, 131-144.
4. Fritz, J. N., Jackson, L. M., Stiefler, N. A., Wimberly, B. S., & Richardson, A. R. (2017). Noncontingent reinforcement without extinction plus differential reinforcement of alternative behavior during treatment of problem behavior. *Journal of Applied Behavior Analysis.*
5. Diller, J. W., Barry, R. J., & Gelino, B. W. (2016). Visual analysis of data in a multielement design. *Journal of applied behavior analysis, 49*(4), 980-985.
6. Jessel, J., & Ingvarsson, E. T. (2016). Recent advances in applied research on DRO procedures. *Journal of applied behavior analysis, 49*(4), 991-995.
7. Boyle, M. A., Ortman, M. E., Beckman, A. C., Aholt, S. L., & Keenan, G. L. (2017). Functional communication training and noncontingent reinforcement in treatment of stereotypy. *Behavioral*

Interventions.

8. Rosales-Ruiz, J., & Baer, D. M. (1997). Behavioral cusps: A developmental and pragmatic concept for behavior analysis. *Journal of Applied Behavior Analysis*, 30(3), 533-544.
9. Ontario Scientific Expert Taskforce for the Treatment of Autism Spectrum Disorders (OSETT-ASD). (2017, April). Evidence-based practices for individuals with autism spectrum disorder: Recommendation for caregivers, practitioners, and policy makers. Ontario Association for Behaviour Analysis. Retrieved from: <http://www.ontaba.org/pdf/ONTABA%20OSETT-ASD%20REPORT%20WEB.pdf>

4.0 LEARNING ACTIVITIES

Week	Date	Topic	Readings/Assignments
1	January, 5 2018	Review	
2	January 12, 2018	History of ABA	Chapter 1 Baer, D.M., Wolf, M.M. & Risley, T.R. (1968). Some current dimensions of applied behaviour analysis. <i>Journal of Applied Behaviour Analysis</i> , 1, 91-97. Baer, D.M., Wolf, M.M. & Risley, T.R. (1987). Some still current dimensions of applied behaviour analysis. <i>Journal of Applied Behaviour Analysis</i> , 20, 313-327. https://www.youtube.com/watch?v=TDBKTPgdTGA
3	January 19, 2018	Research Designs	Chapter 9 and 25 Visual analysis of Data in a multi element design. Diller, Barry and Gelino, JABA, 2016
4	January 26, 2018	Functions of Behaviour	Chapter 10 pg. 182-183 https://www.youtube.com/watch?v=4G_4U_6IB1U
5	February 2, 2018	Developing Reinforcers	Chapter 6 and Chapter 11 p. 205-219
6	February 9, 2018	Noncontigent Reinforcement Differential Reinforcement	Chapters 27 and 28 • Remove differential reinforcement

7	February 16, 2018	Current Research	<p>Assignment 1 Due Feb 18 by 11:59 pm</p> <p><u>Articles:</u> Noncontingent reinforcement without extinction plus differential reinforcement of alternative behavior during treatment of problem behaviour.</p> <p>Recent Advances in Applied Research on DRO procedures.</p> <p>Functional Communication Training and noncontingent Reinforcement in treatment of vocal stereotype</p>
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READING WEEK –

8	March 2, 2018	Behavioural Cusps Pivotal Behaviours	Behavioural Cusps: A developmental and Pragmatic Concept for Behavior Analysis
9	March 9, 2018	Collecting Valuable Data	Chapter 7
10	March 16, 2018	Punishment	<p>Assignment 2 due March 18th by 11:59 pm</p> <p>Chapter 29 and 30</p>
11	March 23, 2018	Presentation	Research Project: Written due March 22 by 11:59pm
12	GOOD FRIDAY		
13	April 6, 2018	Current State of ABA in Ontario Exam Review	<p>Evidence Based Practices for Individuals with ASD: Recommendations for Caregivers, Practitioners and Policy Makers</p> <p>ONTABA Media Release</p>

5.0 ASSESSMENT

Assessment Method	Weight
2 Assignments – 10% each	20%
Participation/Attendance	5%

Research project: Written 20% / Oral Presentation 15%	35%
Cumulative Final Exam	40%
TOTAL	100%

Assignments Guidelines

- All assignments are posted in the drop box
- All assignments must be handed in by the due date. Late assignments will not be accepted. Early assignments will be graded first.
- All assignments must be typewritten and include references where applicable.
- Spelling and grammar proficiency is expected in this course, and 0.5 marks will be deducted for every spelling or significant grammatical error. It is expected that students will use their spelling and grammar check. Assignments that are not understood by the instructor due to poor grammar and spelling will be turned over to the student for revision, however, incurring penalties for lateness when applicable.

Grading Policy:

The instructors reserve the right to adjust final marks up **or down**, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

Academic Integrity:

Attention is drawn to [Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty](#) as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidentally, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation. It is perfectly acceptable and encouraged to discuss your project with other students, just **be sure that what you are submitting is your own work.**

MCMASTER UNIVERSITY GRADING SCALE

Grade Equivalent	Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49