

# Behavioral Interventions: Children and Adults

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**Lecture Room / Day, Time:** HSD A240 / TWF, 12:30-1:20

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## 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. PSYC 338 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. (2015). *Behavior modification: What it is and how to do it* (10<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.
- (2) *THINK FAST* (available at course website)
- (3) *Study Guide* (available at course website)
- (4) *Class Exercise Booklet* (available at course website)

## Course Overview

On “lecture” days, chapters from the textbook are assigned as required reading. At least 30 minutes prior to class you are required to complete online quizzes corresponding to those chapters. During lecture, I will focus on what I deem to be the most important material from the required readings (see *Study Questions* section), supplementing the discussion with my own examples and perspective. Periodically I will pose questions; your written answers to those questions will be submitted at the end of lecture for marks (see *In-Class Quizzes* section). On “class exercise” days, prior to class, you are to complete assigned exercises as homework; in class, working in groups, you will share some of your answers, and submit your group’s written work at the end of class for marks (see *Class Exercise* section). On “test” days, a *THINKFAST* assignment is due prior to class (see *THINKFAST* section); you will have the full class time to write the test. Outside of class you will read several short journal articles and write online quizzes about them (see *Research Article Quizzes* section).

## Course Components

**Study Guide.** This course is divided into six units matched to certain chapters in the Martin & Pear textbook. The *Study Guide* contains three sections for each unit. First, under the “Additional Information” section, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy from the textbook, 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, unless otherwise informed here, you are responsible for knowing all the material addressed by those study questions. You are also responsible for knowing material addressed by any extra Study Questions included in this section. The third section, called “Additional Reading,” may include extra required reading from other sections in the textbook. Unless otherwise informed here, you are not responsible for the *Notes for Further Reading* page(s) at the end of each chapter.

**Pre-Class Chapter Quizzes.** On “lecture” days, chapters from the textbook are assigned as required reading. At least 30 minutes prior to class you are required to complete online quizzes corresponding to those chapters. The quizzes are written online, accessible from the course website. The answers to each quiz become available once its deadline expires. There are 17 chapter quizzes, each one consisting of 5 true-false items with a 15-minute time limit. Overall, this component counts **70 points** toward your final grade.

**In-Class Quizzes.** During lectures, I will intermittently pause and pose a question to the class. A written response will be required on your part. If you are paying attention, then you will likely find this to be an easy task. The quiz protocol is informal, in that comparing your answers with other students is fine; it is even encouraged. At the end of some (but not all) of these classes I will collect your written work. A score will be assigned out of 10, partly based on your attendance and partly based on your answers. The answer key for these quizzes will be posted online afterwards. Overall, this component counts for **70 points** toward your final grade.

**Class Exercises.** A class exercise booklet is available for you to download on the course website.<sup>1</sup> Each exercise starts with an analysis and/or evaluation of a sample vignette. This is a model for how you should approach the remaining vignettes in the exercise. 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 to class prepared; that is, the expectation is that you attempt to answer all the items in that exercise beforehand and bring your rough notes to class. Working in groups in class, you will compare and discuss your analyses and evaluations and try to come to a consensus about the correct answers. Then, in turn, each group will be asked to present some of its work to the class, which may provide the basis for additional discussion. Attendance will be taken, and a score of zero will be recorded if you are absent. At the end of some (but not necessarily all) of these classes, I will collect your group’s written answer to at least one exercise item. All group members present will receive the same grade based on their group’s performance. Overall, this component counts **100 points** toward your final grade.

**THINK FAST.** In order to think critically about research methods in psychology, 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. It includes six decks of cards, one deck per unit. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers 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 that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s).

Marks will be assigned for practicing, and bonus marks will be awarded for mastery. Specifically, for each deck (unit), you will earn 10 points for practicing at least 15 sessions, totaling at least 30 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. 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 **60 points** toward your final grade. In addition, you can earn up to **12 bonus points**.

*THINK FAST* keeps a record of your scores in the folder that contains the program. To be graded, you must upload a copy of your progress report through the appropriate link at the course website prior to the start of class on the day it is due. 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 UVic may 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 “Using *THINK FAST*,” available 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

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

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.

**Tests.** There will be four tests. A test will consist of a mixture of mostly multiple choice items, worth one mark each, several fill-in-the-blank items, worth ½ marks each, and a few short-answer items. The multiple choice and short-answer items will be based on material covered in the textbook and lecture since the last test. The fill-in-the-blank items will be selected from the *THINK FAST* decks covered since the last test. Overall, this component counts **640 points** toward your final grade, with Test 1 (130 points) weighted less than the other three (170 points each).

**Research Article Quizzes.** This course component puts you in direct contact with the behavioral literature after acquiring (hopefully) the prerequisite knowledge to understand it. The four articles chosen are recently published “short-reports” (~3-4 pages), each one representing a noteworthy application of behavior analysis. Once available, a quiz can be written at any time prior to its deadline, which is December 5 for all of them. The availability date for each quiz differs, however, based on when we cover the prerequisite course material. Links to the articles and the accompanying quizzes, along with further details, can be found at the course website. Overall, this component counts **60 points** toward your final grade, with each quiz weighted equally.

**Bonus Quizzes.** As described earlier, bonus points can be earned by achieving mastery with the *THINK FAST* decks. Another way to earn bonus points is by writing bonus quizzes, three in total, based on supplementary readings. Details can be found at the course website. The deadline for completing the bonus quizzes is December 6. Up to 10 bonus points can be earned for each quiz, but only if a certain level of proficiency is achieved (70% or higher) on that quiz.

Keep in mind that the maximum number of bonus points that can be earned in total for the course is 30.

## Evaluation

Pre-Class Chapter Quizzes (17)	70
In-Class Quizzes	70
Class Exercises (8)	100
<i>THINK FAST</i> (6)	60
Tests (4)	640
Research Article Quizzes (4)	60
TOTAL	1000
<b>Bonus up to...</b>	30

## Notes

- Your scores will be frequently updated on the course website. You should check them regularly to ensure that they have been recorded correctly.
- 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 7 (W) Introduction to course format
- Possible in-class quiz
- Sept 9 (F) **UNIT 1: Introduction; Dealing with Data**
- Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
  - ✓ Complete: Chapter 1 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 13 (T)
- Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
  - ✓ Complete: Chapter 20 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 14 (W)
- Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
  - ✓ Complete: Chapter 21 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 16 (F)
- Required Reading: Martin & Pear, Chapters 1, 20, 21, 22
  - ✓ Complete: Chapter 22 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 20 (T)
- Complete: *THINK FAST* assignment (Unit 1)
  - ★ **Test 1**
- Sept 21 (W) **UNIT 2: Reinforcement; Extinction; Aversive Control**
- Required Reading: Martin & Pear, Chapters 4, 6, 13, 14
  - ✓ Complete: Chapter 4 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 23 (F)
- Required Reading: Martin & Pear, Chapters 4, 6, 13, 14
  - ✓ Complete: Chapter 6 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Sept 27 (T)
- Required Reading: Martin & Pear, Chapters 4, 6, 13, 14
  - Possible in-class quiz (based on lecture)
- Sept 28 (W) ❖ Class Exercises A, B
- Sept 30 (F)
- Required Reading: Martin & Pear, Chapters 4, 6, 13, 14
  - ✓ Complete: Chapter 13 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 4 (T)
- Required Reading: Martin & Pear, Chapters 4, 6, 13, 14
  - ✓ Complete: Chapter 14 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 5 (W) ❖ Class Exercise C

- Oct 7 (F) ➤ Complete: *THINK FAST* assignment (Unit 2)  
★ **Test 2**
- Oct 11 (T) **UNIT 3: Intermittent Reinforcement; Shaping**
- Required Reading: Martin & Pear, Chapter 8, 12, 7
  - ✓ Complete: Chapter 8 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 12 (W)
- Required Reading: Martin & Pear, Chapter 8, 12, 7
  - ✓ Complete: Chapter 12 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 14 (F)
- Required Reading: Martin & Pear, Chapter 8, 12, 7
  - ✓ Complete: Chapter 7 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 18 (T) ❖ Class Exercises D, E
- Oct 19 (W) **UNIT 4: Stimulus Discrimination; Fading**
- Required Reading: Martin & Pear, Chapters 9, 10
  - ✓ Complete: Chapter 9 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 21 (F)
- Required Reading: Martin & Pear, Chapters 9, 10
  - Possible in-class quiz (based on lecture)
- Oct 25 (T) ❖ Class Exercise F
- Oct 26 (W)
- Required Reading: Martin & Pear, Chapters 9, 10
  - ✓ Complete: Chapter 10 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Oct 28 (F) ❖ Class Exercise G
- Nov 1 (T) ➤ Complete: *THINK FAST* assignment (Unit 3 and Unit 4)  
★ **Test 3**
- Nov 2 (W) **UNIT 5: Conditioned Reinforcement; Chaining; Programming Generality**
- Required Reading: Martin & Pear, Chapters 5, 11, 16
  - In-class Harry video quiz (based on in-class Harry video)
- Nov 4 (F)
- Required Reading: Martin & Pear, Chapters 5, 11, 16
  - ✓ Complete: Chapter 5 pre-class quiz
  - Possible in-class quiz (based on lecture)
- Nov 8 (T)
- Required Reading: Martin & Pear, Chapters 5, 11, 16
  - ✓ Complete: Chapter 11 pre-class quiz

- Possible in-class quiz (based on lecture)
- Nov 9-11                    **Reading Break**
- Nov 15 (T)                ❖ Class Exercises H, I
- Nov 16 (W)                • Required Reading: Martin & Pear, Chapters 5, 11, 16  
                                   ✓ Complete: Chapter 16 pre-class quiz  
                                   ○ Possible in-class quiz (based on lecture)
- Nov 18 (F)                • Required Reading: Martin & Pear, Chapters 5, 11, 16  
                                   ○ Possible in-class quiz (based on lecture)
- Nov 22 (T)                ❖ Class Exercise J
- Nov 23 (W)                **UNIT 6: Respondent Conditioning; Capitalizing on Stimulus Control**  
                                   • Required Reading: Martin & Pear, Chapters 3, 15, 17, 18  
                                   ✓ Complete: Chapter 3 and Chapter 15 pre-class quizzes  
                                   ○ Possible in-class quiz (based on lecture)
- Nov 25 (F)                • Required Reading: Martin & Pear, Chapters 3, 15, 17, 18  
                                   ○ Possible in-class quiz (based on lecture)
- Nov 29 (T)                • Required Reading: Martin & Pear, Chapters 3, 15, 17, 18  
                                   ✓ Complete: Chapters 17 and 18 pre-class quizzes  
                                   ○ Possible in-class quiz (based on lecture)
- Nov 30 (W)                ❖ Class Exercise K
- Dec 2 (F)                 ➤ Complete: *THINK FAST* assignment (Unit 5 and Unit 6)  
                                   ★ **Test 4**
- Dec 5 (M)                ⇨ Research Article Quizzes Deadline (online)
- Dec 6 (T)                ⇨ Bonus Quizzes Deadline (online)

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Winter 2016-2017**

***Prerequisites***

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

***Program Requirements***

For more information see pages 383-386 of the UVic Calendar 2016-17.

***Registration Status***

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

***Commitment to Inclusivity and Diversity***

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

***In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)***

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

### ***Policy on Academic Integrity including Plagiarism and Cheating***

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

**Other useful resources on Plagiarism and Cheating include:**

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>