

# Behavioral Interventions: Children and Adults

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**Course Website:** Accessible through BrightSpace < <https://bright.uvic.ca/d2l/home/148304> >

**Scheduled Day, Time, Room:** Mon & Thurs, 8:30-9:50am, David Turpin Building A102

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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 and basic working knowledge of 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 far more experience and supervision than is possible in a course of this kind. It should, however, provide you with a set of rudimentary skills to assess how environmental events can impact the behavior of yourself and others for the worse and for the better. And while you would not be qualified to apply the principles of behavior analysis to others, you could practice them on yourself to achieve self-improvement through self-control.

## Course Materials

- (1) Martin, G., & Pear, G. (2019). *Behavior modification: What it is and how to do it*. (11<sup>th</sup> ed). New York: Routledge.
- (2) *Study Guide* (available at course website)
- (3) *Unit Exercises* (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) *THINK FAST* computer program (optional; available at course website)

## Course Overview

This course is divided into 10 units and one bonus unit, each unit comprised of certain chapters from the Martin and Pear textbook. On “lecture” days, a chapter from the textbook is assigned as required reading. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that chapter (available at the course website) and use them for notetaking purposes. During lectures, I will focus on what I deem to be the most important content from the required reading (see *Study Guide* section), supplementing the discussion with my own examples and perspective. Periodically I will pose questions to the class; at the end of some lectures, you will be asked to submit your written answers to those questions for credit (see *In-Class Activities* section). There is an Online Quiz for each unit and for each of three videos you will watch (see *Online Quizzes* section). On “class exercise” days, prior to class, you are expected to complete assigned exercises as homework; then, 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 Exercises* section). On “test” days, you will have the full 80 minutes of class time to write the test (see *Tests* section).

Brightspace limits how I can structure the agenda for any given day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have any questions during the semester, there are several alternatives: post your question(s) at the Q&A forum; see me during office hours; email me (less preferred and an option only if you can't make it during office hours); and for any concerns related to the grading of quizzes and tests, email your TA (Erin). Interacting with your peers via Q&A forum at the course website is strongly encouraged, and thus typically should be your first choice; while not required, bonus points can be earned for doing so.

## Course Components

**Study Guide.** The *Study Guide* contains several 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 embedded in the textbook chapters. For testing purposes, unless otherwise informed here, you are responsible for knowing all the material addressed by those study questions (including those in the *Notes for Further Learning* sections). You are also responsible for knowing material addressed by any extra study questions included in this section. The third section, called “Additional Reading,” is self-explanatory. The last two sections provide unit-related resources, including links to various videos and webpages.

**In-Class Activities.** During some 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 the activity to be an easy task. The 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, or there will be an opportunity to submit it online. A score will be assigned out of 10, partly based on your attendance and partly based on your answers. After the lecture, an answer key will be posted at the course website. Overall, this component counts for **40 points** toward your final grade.

**Online Quizzes.** There is an online quiz for each course unit and for each of three videos you will watch. A Unit Quiz is based on the textbook and lecture material comprising that unit. A Unit Quiz consists of about 20 items, a combination of multiple choice and true-false formats. A Video Quiz consists of a series of statements that you are to categorize as true or false as you view the video.

While there are 13 Online Quizzes (10 Unit Quizzes and 3 Video Quizzes), only your best 11 scores will count; in other words, your two lowest Online Quiz scores will be dropped. This course component counts **165 points** toward your final grade, with the 11 scores that count weighted equally. There is also a bonus quiz for the optional Unit 11 that counts for bonus points.

Students who do the required readings and attend the lectures should be able to finish a Unit Quiz in 20 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the textbook chapters for the very first time while writing the quiz);

in that case, even two hours may not be enough time to do well. The duration of each Unit Quiz is set at 40 minutes (double time) to accommodate all students, including those registered with CAL.

For each Unit Quiz, an hour after its deadline passes (midnight on the day of some lectures), the correct answers will be posted for students who wrote the quiz, useful to review when preparing for the next test. Importantly, because the answers become known to most students at that point, under no circumstances can a Unit Quiz be written after its deadline. For each Video Quiz, the correct answers will not be posted, and tests will not include content specific to it.

**Unit Exercises.** Multi-part class exercises corresponding to the course units are available for you to download at the course website. Each part 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, you should follow the prescribed methods in the sample answers as closely as possible.

Whenever a Unit Exercise is scheduled during class time, you are expected to come to class prepared—that is, as homework, you should write out your answers to the exercise items in rough and bring your notes to class. During class, in group format, you will be comparing your notes with each other and deciding upon the best answer to a few select items. A structured answer sheet will be provided, one per group, on which to record your group’s consensual responses. Group work will cease by an assigned within-class deadline, and the answer sheets will be collected. Time permitting, we will discuss the answers to some exercise items in class. Each group member will be awarded the same score for that day’s exercise based on your group’s written responses on the answer sheet. After class, the answer key for some exercise items (not necessarily the ones discussed in class) will be posted online. Overall, there are three days on which class exercises are scheduled, and this component counts **45 points** toward your final grade.

What you are asked to do in the Unit Exercises is exactly what you will be asked to do on the exam (and perhaps on some tests as well). The vignettes will be different on the exam, but the questions will be the same. This is a very important component of the course, and attendance and participation of class exercise days is strongly advised.

**Tests.** There are three tests. Tests will consist mostly (if not entirely) of multiple-choice items and (possibly) a few open-ended items. Generally, tests will be more challenging than the Unit Quizzes. Overall, this component counts **480 points** toward your final grade, with each test weighted equally. Tests will not be returned, although you can review your answers with me during my office hours.

**Exam.** The exam is based on the Unit Exercises, focusing on the analysis and evaluation of behavioral applications as described in vignettes. While the exam questions will be practically identical to the Unit Exercise questions, the vignettes will differ. The exam counts **270 points** toward your final grade.

## Bonus

**Q&A Forum.** Interacting with your peers in this course is strongly encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. If you make a valuable contribution to this forum, you will earn 4 bonus points. That might entail answering your peers’ questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to **20 bonus points** this way. You will earn credit for only one

valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

**Bonus Unit Quiz.** Unit 11 consists of optional readings for two of the later chapters in the textbook, and there is an optional bonus Unit Quiz corresponding to those readings. You can earn up to **15 bonus points**, based on your score on this quiz.

## Optional

**THINK FAST.** To think critically within the field of behavior analysis, 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 11 decks of cards, one deck per unit. Deck size varies from about 10 to 30 cards. 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, I recommend working 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). For more detailed information about *THINK FAST*, see the document called “Using *THINK FAST*,” available at the course website.

Research indicates that, relative to traditionally taught students, 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. Thus, working with *THINK FAST* will likely have positive benefits for you beyond mere memorization.

## Evaluation

In-Class Activities	40
Online Quizzes (best 11 of 13)	165
Unit Exercises	45
Tests (3)	480
Exam	270
TOTAL	1000
<b>Bonus up to...</b>	35

## Notes

- The answers to the quiz items will be revealed (to help you prepare for the tests), but not the answers to the test items. However, you can review your test with me during my office hours.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number.
- 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, accident, family affliction, official university activities) must contact me immediately upon their return to arrange for substitute work. Late contact (e.g., after final grades are posted) is unacceptable. In some cases, I may require documentation of the circumstance.
- **If you miss an Online Quiz for whatever reason, it will count as one of the two (of the 13) Online Quiz scores that you will be dropping.**

See Class Schedule on next page...

## CLASS SCHEDULE

Sept 9 (Th)	<b>UNIT 1: Introduction; Dealing with Data</b> <ul style="list-style-type: none"> <li>• Required reading: Course Outline, Chapter 1</li> </ul>
Sep 13 (M)	<b>UNIT 1: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapters 3, 4</li> </ul>
Sept 16 (Th)	<b>UNIT 1: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 4</li> <li>★ Online: Unit 1 Quiz (due by midnight)</li> </ul>
Sept 20 (M)	<b>UNIT 2: Reinforcement; Extinction</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 6</li> </ul>
Sept 23 (Th)	<b>UNIT 2: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 8</li> <li>★ Online: Unit 2 Quiz (due by midnight)</li> </ul>
Sept 27 (M)	<b>UNIT 3: Aversive Control</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 15</li> </ul>
Sept 30 (Th)	NO CLASS <ul style="list-style-type: none"> <li>★ Online: Skinner Video Quiz (due by midnight)</li> <li>★ Online: Lovaas Video Quiz (due by midnight)</li> </ul>
Oct 4 (M)	<b>UNIT 3: continued</b> <ul style="list-style-type: none"> <li>★ Required reading: Chapter 16</li> <li>★ Online: Unit 3 Quiz (due by midnight)</li> </ul>
Oct 7 (Th)	➤ Unit 2 Exercise; Unit 3 Exercise
Oct 11 (M)	THANKSGIVING
Oct 14 (Th)	★ <b>Test 1</b>
Oct 18 (M)	<b>UNIT 4: Reinforcement Schedules</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 10</li> </ul>
Oct 21 (Th)	<b>UNIT 4: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 14</li> <li>★ Online: Unit 4 Quiz (due by midnight)</li> </ul>
Oct 25 (M)	<b>UNIT 5: Stimulus Discrimination</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 11</li> <li>★ Online: Unit 5 Quiz (due by midnight)</li> </ul>

Oct 28 (Th)	<b>UNIT 6: Shaping; Fading</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 9</li> </ul>
Nov 1 (M)	<b>UNIT 6: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 12</li> <li>★ Online: Unit 6 Quiz (due by midnight)</li> </ul>
Nov 4 (Th)	➤ Unit 4 Exercise; Unit 5 Exercise; Unit 6 Exercise
Nov 8 (M)	★ <b>Test 2</b>
Nov 10-12	READING BREAK
Nov 15 (M)	<b>UNIT 7: Conditioned Reinforcement; Chaining</b> <ul style="list-style-type: none"> <li>• Required reading: Read Chapter 7</li> <li>★ Online: Harry Video Quiz (during class)</li> </ul>
Nov 18 (Th)	<b>UNIT 7: continued</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 13</li> <li>★ Online: Unit 7 Quiz (due by midnight)</li> </ul>
Nov 22 (M)	<b>UNIT 8: Generality</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 18</li> <li>★ Online: Unit 8 Quiz (due by midnight)</li> </ul>
Nov 25 (Th)	<b>UNIT 9: Respondent and Operant Conditioning</b> <ul style="list-style-type: none"> <li>• Required reading: Chapters 5, 17</li> <li>★ Online: Unit 9 Quiz (due by midnight)</li> </ul>
Nov 29 (M)	➤ Unit 7 Exercise; Unit 8 Exercise; Unit 9 Exercise
Dec 2 (Th)	<b>UNIT 10: Capitalizing on Stimulus Control</b> <ul style="list-style-type: none"> <li>• Required reading: Chapters 19, 20</li> <li>★ Online: Unit 10 Quiz (due by midnight)</li> </ul>
Dec 6 (M)	★ <b>Test 3</b>
BONUS Dec 10 (F)	<b>UNIT 11: Putting It All Together; Self-Control (Chapters 23, 25)</b> <ul style="list-style-type: none"> <li>• Optional reading: Chapters 23, 25</li> <li>★ Online: Unit 11 Bonus Quiz (due by midnight)</li> </ul>
TBA	★ <b>EXAM</b>

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

**Important Course Policy Information**  
**Fall 2021**

***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 the UVic Calendar September 2021.

***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***

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

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the formal exam 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 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 course. 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>

## ***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

[https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **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.
4. **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.
5. **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.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

**The definitive source** for information on Academic Integrity is the University Calendar

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

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)