

COURSE OUTLINE - PSYCHOLOGY 734
Applied Behavior Analysis

THE INSTRUCTOR IS: Stephen Graf, Ph.D.

THE CLASS MEETS: T & Th 10:00-11:50 am, Spring 1983

ADDITIONAL THINGS YOU'LL NEED: 2 different colored non-permanent transparency pens (one should be black)
One pack of 3x5 inch index cards (100 to a pack)

THE TEXT IS: 1) Behavior Analysis and Behavior Modification (by Malott, Tillema, & Glenn)

Grading Policy. You'll be getting two different kinds of grades. The **WORK GRADE** is a grade set up to reward your daily work. The **GOAL GRADE** is a grade that signifies the extent to which you can fluently perform the behaviors expected of you in the course. At the end of the quarter, the lowest of the two grades is your grade in the course, unless you want to try to improve it by taking the Final Exam. The Final Exam consists of all the Goal Grade tasks. If you choose to take the Final, you can't get any grade lower than the grade you've already earned prior to the Final. The Final is there if you want it. If you already have an 'A' for both the Work Grade and the Goal Grade, you needn't worry about a Final.

WORK GRADE. You'll be practicing several goal grades every day, even when we don't have class. There is a good reason for this. I'm interested in getting you to acquire and apply the ideas presented. Making that happen doesn't come about by working on those ideas the night before an Exam. It doesn't come about by ignoring the speed with which you can retrieve and process information. It happens by working on those ideas every day, seven days a week, for at least a few minutes a day. It happens by paying close attention to speed, cranking the speed up to the point where the action becomes almost automatic. An expert can respond accurately and swiftly, whether the response involves talking, writing, or thinking. (My job is to get you to become an expert on the subject matter of this course.) We score the practice attempts and chart them on Standard Celeration Charts. Learning to use and share such charts is one aspect of the course and is reflected in the Goal Grade. The Work Grade consists of the ratio of "hit points" (the numerator) to "miss points" (the denominator). The ratio cumulates each class period. What constitutes a Hit Point and what constitutes a Miss Point will be rather carefully defined. The definition will, however, change at specific points in time. This allows us to focus on speed in the acquisition phase (because most people start out too slowly when accuracy is rewarded and errors are penalized). As learning progresses, we phase in the accuracy criteria. More on how all this works will be detailed in class. If you miss the first class session be sure you get caught up. Once the ratio is obtained, 60=A, 30=B, 15=C, 8=D, and anything less than 8=F.

GOAL GRADE. Each aim must be reached before the last day of class. Aim dates are set up to keep you from putting everything off until the end. You should attempt to achieve each Aim Rate by the Aim Date. Achieving the 'D' goals involves reaching them twice; first with a classmate and then with me. All the D Goals must be reached at the minimum level in order to receive a Goal Grade of D or better. Reaching the D Goals at a C level means the highest grade you can get as a Goal Grade is a C. Reaching the D Goals at a B level means the highest grade you can get as a Goal Grade is a B. What you should try to achieve is reaching the D Goals at the A level, so that there is no ceiling on your Goal Grade. All the C Goals must be reached in order to receive a Goal Grade of C or better. All the B Goals must be reached to receive a Goal Grade of B or better, and all the A Goals must be reached to receive a Goal Grade of A. While all this sounds rather awesome, it has proven to be an effective way to get students to succeed in doing what they should be able to do in the course.

Attendance Policy. There is a reward for attending and a penalty for absences. Here is how the "attendance adjustment" works. Each class you attend you add one to your "adjustment" for every 10 minutes of class time. These points are added to the numerator of your Work Grade Ratio. For a 100 minute class you would get 10 points toward your "adjustment" if you were present the entire time. For each ten minutes of class that you're absent, one point gets added to the denominator of your Work Grade Ratio. Examples of this will be given in class to make sure you understand how the system works. The aim of this entire system is to provide numerous rewards for doing your work daily and for showing up at each class meeting, and to provide some punishers and penalties when these behaviors do not occur.

EXAMINATIONS. I have heard two viewpoints on this. One view is that there aren't any exams in this course. The other view is that there are exams every day, Saturdays and Sundays included. You're welcome to whichever viewpoint you like. What it boils down to is this (in my opinion): I want each of you to succeed in the course. I'm going to do my best to see that that happens, and that's why I'm using this system of grading rather than the ones to which you have previously been exposed.

Your Future. Behavior Analysis is one way of operating, and it can be used in all phases of your life, both professional, social, and private. My goal is that you will be competent in using the basic principles of behavior analysis, so that if you so choose, you can apply this approach to aspects of your life.

The Goal Grades

D Goals (facts)

"BATs". Behavior Analysis Terms as SAFMEDS. See definition/Say the term. Unit of Analysis= words in the term. 55 cards. 45+/min correct=A; 40-44/min correct=B; 35-39/min correct=C; 30-34/min correct=D. (No more than 2/min wrong, by 19 Apr 1983.

"BADs". Behavior Analysis Definitions as SAFNEDS. See Term/Say Definition. Unit of Analysis= the entire definition. 55 cards. 12+/min correct=A; 10-11/min correct=B; 8-9/min correct=C; 6-7/min correct=D. No more than 2/min wrong, by 21 Apr 1983.

"BALLs". Behavior Analysis Labels as a list. Think label/Abbreviate it. Unit of Analysis= number of labels. 55 labels. 60+/min recalled=A; 55-59/min recalled=B; 50-54/min recalled=C; 45-49/min recalled=D. No more than 2/min wrong, by 23 Apr 1983.

C Goals (applications)

"Charts". Standard Celeration Charts of all the daily correct & error behavior for the above goal grades, following appropriate charting conventions, by 28 Apr 1983.

"BOATs". Behavior's Own Analysis of Teachers. A form will be given to guide your analyses. Due 10 May 1983.

B Goals (freedom)

"Shares". Class Chart-Sharing. Chart/Share charts of data, on overhead projector, three different times by 17 May 1983.

"IMPROVEMENT Project. Do a project which involves self-improvement, using the techniques of Behavior Analysis and Standard Celeration Chart measurement, by 24 May 1983.

A Goals (fun)

"Conference". With Professor. See-hear-think/Talk. by 24 May 1983.

"Art". Think/Propose /Do /Submit /Critique /Improve. One original creation by 24 May 1983.