# BUILDING SKILLS with BEHAVIORAL TECHNOLOGY

## Fall 2014

### Instructor:

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Office Hours:
M - R 11:00-12:30 P.M.
& by appointment

**TA:** Emily Rulla e-mail: EmilyRulla@my.unt.edu

### Time and Place:

Monday, Wednesday & Friday 1-1:50 P.M. Gate 137

### Course Description:

In this course you will learn a behavior analytic approach to building skills. We will review the paradigms, concepts and techniques derived from the principles of behavior as applied to building skills. We will contrast the learning paradigms of programmed instruction, errorless learning and trial-and-error learning. Particular emphasis will be given to the techniques used to program response topographies and their stimulus control. You will also learn the basic composition of behavior intervention programs.

Students should enroll in this class only after they have taken BEHV 2300/3150, 2700, and 3440.

### Course Objectives:

1. Describe behavioral approaches to the teaching of social, communicative, leisure, independent living, academic/conceptual, and other skills.
2. Describe techniques to establish behaviors.
3. Describe the basic components of behavioral programming.
4. Design and implement a shaping program to teach a skill of interest.
5. Review the literature on the application of errorless learning techniques to a behavior of their interest.

**Textbooks**:

Reading packet: You can obtain your readings from Copypro. Ask for BEHV 3770: Building Skills with Behavior Technology.

Pryor, K. (1999). Don't shoot the dog: The new art of teaching and training. Waltham, MA: Sunshine Books

Getting Started: Clicker Training for Dogs Kit or Getting Started: Clicker Training for Cats Kit - By Karen Pryor $14.95. You can order your book at: 1-800-47-CLICK or http://store.clickertraining.com/

## Student Activities

### Discussion Questions

Students should summarize the main points and concepts of the assigned readings. Students should also include any questions, generalizations, and opinions prompted by the readings. The summary is due the day of the lecture, but can be turned in up to a week after the due date for full credit. Readings turned in more than a week after the due date will be awarded half the points. The absolute last day to turn in readings is December 1. The reading report should include an outline of the reading, a question (if a concept is unclear), and a generalization, argument or opinion you may want to discuss. The summary will be used as a guide for discussion during class.

### Video Reports

Students will write a page about a particular issue, procedure, behavior, etc. discussed in each of the videos. You may challenge or praise the usefulness of the facts, concepts, and analyses presented in the videos; you may also relate the videos to other issues and topics relevant to this course.

### Teaching Project

Students will teach a simple behavior to a mouse, fish, cat, dog, parrot, etc., or to a child older than 2 years. On the last days of class, students will show a videotape with clips of the participant's behavior before the

teaching, examples of the teaching, and the criterion performance (with live demonstration, if possible).

**Final Paper**

A 5 page paper describing what you learned about building skills with behavioral technology. Use reading 27 and the comments you wrote during the semester to organize your paper. Some of the topics that you should include are the inter-relations between programmed instruction, errorless learning, the constructional approach, and shaping.

**Vocabulary Tests**

Students will be tested at the end of the semester on the key definitions and procedures learned during the course.

## Grades

| Student Activity | % of Grade |
|---|---|
| **1.** Readings summaries & video reports | 30% |
| **2.** Literature review | 20% |
| **3.** Teaching project | 30% |
| **4.** Tests | 20% |

## Schedule

**Section I** **Behavior Analysis and Teaching**

*The Etymology of Teaching*

*The Science of Learning & the Art of Teaching*

*Teaching Machines*

*The Technology of Teaching*

**Section II** **Errorless Learning & Programmed Instruction**

*The Basic Programming Principles*

*Music Education and Programed Instruction*

*Errorless Learning & Its Significance for Teaching ...*

**Section III Methods of Establishing New Behaviors**

*Shaping*

*Using Reinforcement and Imitation ...*

*The Effects of Teacher Attention …*

*Practical Use of Operant Conditioning …*

*Human Conduct in the Natural Environment*

*Arbitrary vs. Natural Reinforcement*

*Chaining and Conditioned Reinforcement*

*Mathetics: The Technology of Education*

*Response Prompting/Fading procedures*

**Section IV Methods of Establishing Stimulus Control**

*Stimulus Control: Cooperation Without Coercion*

*How Stimuli Control Behavior*

*The Development of Abstract Stimulus Control*

*Developing Complex Visual Abstract Stimulus Control ...*

*Establishing Complex Stimulus Control by MTS*

*Stimulus Control in Verbal Behavior*

*Fine Grain Repertoires*

**Section V Program Development**

*Stimulus Control Procedures in the Education…*

*Environmental Approaches to the Development …*

*Behavioral Objectives*

*Where Do We Go From Here: Parts 1-8*

*The Constructional and Pathological Orientations*

**ADA Statement:**

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Please present your written accommodation request to me before the 4th class meeting.