MALK –atferdsanalyse og forskningsprosjekter

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### Basic Module
- MALKA211
  - Introduction of terms
- MALKA212
  - Refinement of terms
- MALKA213
  - Laboratory and practical exercises

### 1 year
- MALKA214
  - Experimental design and functional analyses
- MALKA215
  - Verbal Behavior and complex human behavior
- MALKA216
  - Examples of application

### Thesis
- 1 year

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Teaching pedagogy

- Lære studentene generelle prinsipper innen atferdsanalyse, **IKKE** spesifikt i forhold til behandling av barn med autisme eller noen spesielle målgrupper.
- Sekvenser med interteaching (See Boyce & Hineline, 2002).
- Undervisning basert på sekvenser med interteaching.
- “Reaction papers”, for å kunne ta eksamen må studentene levere inn 3 (6) reaction papers i hver modul. Alle må være godkjent.
- “Multiple-choice-tests”.
- Det blir brukt øvelser med Sniffy og CyberRat, samt “programmed instruction” og øvelser for registrering og endring av egen atferd.
MALK403
Introduction to behavior analysis

Objectives:
• Students can discuss the important pros and cons of a natural scientific approach to explaining human behavior
• Students can describe and discuss a scientific position that emphasizes the goals of description, prediction and control
• Students can place behavior analysis in a historical context, and account for the relationship between behavior analysis, evolutionary biology and social anthropology
• Students can account for positivism, empiricism and contextualism, and relate the tenets of behavior analysis to these positions
• Students can account for selection as a causal mode that is effective at the level
• Students can account for problems arising from category errors in the explanation of behavior
• Students can account for a functional analysis of verbal behavior
• Students can describe and discuss the logic and methodology of using various experimental designs
• Students can describe and discuss important considerations regarding the choice of analytical units in experimental and applied behavior analysis

MALKA211
Introduction of terms

Topics as for example:
• Historical trends
• Respondent conditioning
• Operant conditioning
• Reinforcement
• Stimulus control: Discrimination and Generalization
• Schedules of reinforcement
• Shaping
• Extinction
• Punishment
• Ethical considerations
MALKA212
Refinement of terms

Topics as for example:
• positive and negative reinforcement, conditioned reinforcers and punishment.
• schedules of reinforcement.
• ethics.
• motivational operations, establishing operations, abolishing operations and setting events.
• stimulus control.
• analyses at molar and molecular level, and superstition behavior.
• respondent conditioning.

MALKA213: Laboratory and practical exercises (practicum)

• We use CyberRat. The students are going to do an experiment and write up a paper.

• Objectives
  – Students are going to on request to account for:
    • The key principles of the APA manual (5th ed.)
    • Make an outline and also write a manuscript in accordance with key principles in the APA manual (5th ed.)
    • How behavioral principles can be used in education.
    • How different types of behavior are shaped.
    • How an experiment is designed.
MALKA214
Experimental designs and Functional analysis

Topics as for example:
• Observation
• Assessment
• Recording techniques
• Within subject design (N=1 design) vs. between subject design (group design)
• Reliability
• Validity (internal, external, social etc.)
• Data analysis and interpretation
• Functional analyses:
  – Indirect assessments
  – Descriptive assessments
  – Functional experimental analyses

MALKA215
Verbal behavior and Complex human behavior

Topics as for example:
• Conditional discrimination
• Stimulus equivalence
• Relational frame theory
• Naming
• Verbal behavior
• Problem solving, “memory”, thinking and “higher-order classes”
• Rule governed vs. contingency-shaped behavior
MALKA216

Examples on application

For example:
• Treatment of phobic reactions
• Compulsive behavior
• Enuresis
• Habit control
• Language training
• Contingency management
• Precision Teaching
• PSI (Personalized System for Instruction)
• Direct instruction
• Clicker training
• Self-management

Deltakelse i forskningsprosjekter

• Lab.gruppe ble etablert i høsten 2004.
  – Veiledning fokuseres
• Lab.gruppe har bestått av eksperimenter innen:
  – Betinget diskriminasjon og stimulusekvivalens.
    • Fokus i forhold til forskningsprosjekter innen:
      – "remembering"
      – "attending behavior"
      – variabler som er av betydning for etablering av ekvivalens
      – "meaningfulness"
  – Spilleatferd.
    • Betinget diskriminasjon og spilling
    • verbal atferd
  – Betingelser for netthandel.
    • "Matching Law"
    • Etablerende operasjoner
• Lab.møter hver uke, 3-4 timer. Oppstart 1507
  – Lab.gruppe
Lab.gruppe - eksperimentelle studier av kompleks menneskelig atferd

• Foregått siden høsten 2004.
• Annenhver torsdag 3-4 timer, oppstart kl. 1507.
• **Innhold**

Samarbeidspartnere

• Cardiff Business School, University of Cardiff
• University of Liverpool
• Southern Illinois University, Carbondale
• University of North Texas, Denton
• Queens College, NYC
• University of São Paulo
• The Norwegian School of Information technology/ Norwegian School of Management
• Ostfold University College
Typer av forsøk innen betinget diskriminasjon som er i gang og planlagt

- RRS vs. NRRS (Observing response vs. no observing response)
  - Adults
- DTMS
  - Adults
  - Children
  - Dementia patients
- DMTS with distracters
- Nameable stimuli as node
- Familiarity or meaningfulness
- "Moving" sample (pigeons and children)
- Training different skills with children/youths with autism
- Titrating vs. fixed delays
  - LH
  - Delays in DMTS
- http://www.equivalence.net/Lab.htm

Demensprosjekt

- Prosjekt i Råde kommune
  - 10-12 Bachelorstudenter fra HIOF
  - 1-2 Masterstudenter fra HiAk
- Experiments
  - Preference assessment
  - DMTS
  - Picture as node, familiarity