COURSE OUTLINE

COURSE TITLE: Behaviour Management

COURSE NUMBER: MRC 215-5

INSTRUCTOR: Tiit Tamir.ik (Room E463, ext. 274)

COURSE DESCRIPTION:

       A study of learning principles and motivation with an
emphasis on basic principles of operant behaviour. A survey of
selected behaviour m.anagement, therapy and counselling approaches.
Behaviour modification techniques and programming methodologies v;ill
be studied in relation to their application for assisting persons
with retarded behaviours to gain maximum independence.

COURSE PHILOSOPHY:

       This course is designed to help students to gain an
in-depth understanding of learning principles and their application
to the understanding, management and modification of behaviour.

       Behaviour modification techiques, counselling and
programming methodologies will be approached within a humanistic frame
of reference, as techniques for facilitating the normalization and
independence of persons with retarded behaviours.

COURSE GOALS:

       1, To develop an understanding of the ethical considerat;
involved in modifying behaviour,

       2» To develop an understanding of the implicit philosoph:
assuraptions underlying operant learning and other approaches to
defining, explaining, managing and modifying retarded behaviour.

       3. To develop an in-depth understanding of the assumptic:
terminology, concepts and principles of classical and operant
conditioning.

       4. To develop an understanding of how behaviour
modification techniques and strategies can be practically applied to
the understanding, management and modification of behaviour.

       5. To develop observational and analytical skills and
an understanding of behavioural contingency management.

       6. To study various selected behavioural and psychodynam
management, therapy and counselling approaches, in order to be able
to develop a more comprehensive and integrated understanding of the
comparative effectiveness of any particular approach, or combinations
of approaches, for dealing with any given practical behaviour managem
counselling or therapy situation.

COURSE OBJECTIVES:

To be able to critically discuss and demonstrate, through oral and written responses, an understanding of; '

1. the ethical considerations involved in modifying behaviour.

2. the implicit philosophical assximptions underlying operant learning and other approaches to defining, explaining, managing, and modifying retarded behavioior.

3. the assumptions, terminology, concepts and principles of classical and operant conditioning,

4. how behaviour modification techniques and strategies can be practically applied to the understanding, management and modification of behaviour.

5. observational and analytical skills as well as behavioural contingency management skills.

6. various selected behavioural and psychodynamic management, therapy and counselling approaches, in order to be able to develop a more comprehensive and in-tegrated understanding of the comparative effectiveness of any particular approach, or combination of approaches, for dealing with any given practical behaviour management, therapy or counselling situation.

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?• in the behaviour modification and programming project^ students will: 1, demonstrate the ability to identify a behaviour to be mtodified, 2. v?rite a program out-lining the techniques and procedures to be used in modifying the behaviour, 3. implement their program 4. gather behavioural data and-chart the behavioural changes resulting from the application of the program and 5. give a written description of their procedures and results, including an evaluation of the effectiveness of the program and any recommendations for programjning or procedural changes, which might improve the effectiveness of their program and 6. present their project procedures, results and evaluation to the class for critical and constructive discussion.

Students will work with a partner of their choice to complete :his project with the instructor functioning as an advisor and resource)erson.

8. Students will research, prepare and present a :lass seminar on a topic related to behaviour management chosen in :onsultation with their instructor.   Jfl

TEXTS: Neisworth J-T, and Snith R.M,, <u>Modifying Retarded Behaviour</u>,
      Houghton Mifflin, 1973

      Skinner, B.F., <u>About Behaviourism</u> Vintage Books, 1976

NOTE: For syllabus pa^e references the Neisworth and Smith and
Skinner texts will be referred to as N.S. and S., respectively.

NOTE: Additional audio tape reference material and readings will be
assigned during the course at the discretion of the instructor,

<u>SYLLABUS</u>; (NOTE: The course is divided into four approximately
equal units of time and material to be covered.)

<u>UNIT I (4 weeks)</u>: - introduction to the course and overview of the
course outline
        -retarded behaviour; terms and definitions
        -causes of behaviour
        -operant behaviour? innate behaviour
        -implicit philosophical assumptions underlying operant
         learning and other approaches to defining, explaining;
         managing and modifying retarded behaviours
        -perception
        -basic principles of operant behaviour; effects of
         consequences on behaviour   ^
        -reinforcement, punishm.ent, acquisition, extinction,^sched
         of reinforcement   ^
        -discrimination and generali zation
        -behaviour chaining
        -automaticity and immediacy
        -generalized reinformcem.ent
<u>ASSIGNED READING</u>; N.S, p. 3 -41, S. p, 3-50, S. p. 51-97, N,S* p. 43-
<u>QUIZ</u>: end of Unit I, September 30.

<u>UNIT II (4 weeks)</u>:

        -basic behaviour modification strategies
        -target behaviours, frequency records, charting, task
         analysis, shading, changing consequences or cues
         (stim.ulus control)
        -maintaining behaviour outside the training environment
        -inner world of motivation and emotions_
        -self and others and the control of behaviour
        -ethical considerations in modifying behavioxir
<u>ASSIGNED READING</u>; N.S. p. 77-101, S. p, 132-150 and 163-183, S. p.

MID TERM TEST: October 21

UNIT" III (4 v/eeks):

> "token Gcononies; back-up reinforcers, discontinuation
> -evaluation of token economies
> -contingency Tnanagement applied
> -modifying retarded social and personal behaviours
>   (examples of cases and case studies)
> -modifying group social behaviours

ASSIGNED READING: N.S, p. 143-169

>UI2: end of Unit III, November 24.

NIT IV (3v7eeks):

> -modifying retarded academic performance; handwriting,
> reading, instructional objectives, programming approaches,
> -verbal behaviour and thinking
> -applied contingency management in teaching reading and
> mathematics
> -summary and conclusions
> -behavioural humanism

SIGNED READING; N.S. p. 171-213, S. p, 98-131 and p. 241 - 277

haviour modification and programming project due: December 1

ninar Research and Presentation Assignment:

Students v;ill be responsible for researching and conducting
:lass seminar on a topic related to behaviour managem.ent, therapy or
inselling chosen in consultation with the instructor, who will act
an advisor and resource person for the students.

Seminars will be scheduled for class presentation mainly
ing the last three units of the course depending upon the topic
sen by the student.

Class presentation of student "behaviour modification and
jramming projects" will be scheduled between December 1 - 15.

rODOLOGy;

Learning will be facilitated by lectures, class discussions,
o-visual and seminar presentations as well as role playing.

The seminar and project assignments are designed to give
ants both individual and cooperative learnincr experiences with the
ructor acting as an advisor and resource person.

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EVALUATION:

        Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments and tests requested. Students will also be significantly involved, with the instructor, in the process of evaluating one anothers' seminar and project presentations.

        The final course grade will be determined as follows:

1.	Class attendance and participation	5%
2.	Qui2 (end of Unit I)	5%
3.	Mid term test	20%
4.	Quiz (end of Unit III)	5%
5.	Behaviour modification and programming project	25%
6.	Seminar research and presentation	20%
7.	Final Test	20%
	.L POSSIBLE	100%
	TOTAL	

        A grade of A, B, C, I, or R will be av/arded upon completion of the course, in accordance with the grading policy of Sault College:

ie. A - 80-100%, B - 70-79%, C 60 -69%

        The "I" grade is intended for students who in the opinion of the instructor can benefit from the "make-up" period of instruction.

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