

July 21, 1976

COURSE OUTLINE

COURSE TITLE I Behaviour Management

COURSE NUMBER: MRC ->K-5« /98t} - ^OUJ /A^CZ/7'

INSTRUCTOR: Tiit Tammik (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 management, therapy and counselling approaches. Behaviour modification techniques and programming methodologies will 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 techniques, 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 considerations involved in modifying behaviour.
2. To develop an understanding of the implicit philosophic assumptions underlying operant learning and other approaches to defining, explaining, managing and modifying retarded behaviour.
3. To develop an in-depth understanding of the assumptions; 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 psychodynamic 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 management 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 assumptions underlying operant learning and other approaches to defining, explaining, managing, and modifying retarded behaviour.
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 integrated 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
7. in the behaviour modification and programming project students will:
  1. demonstrate the ability to identify a behaviour to be modified,
  2. write a program outlining 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 programming 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 this project with the instructor functioning as an advisor and resource person.

8. Students will research, prepare and present a class seminar on a topic related to behaviour management chosen in consultation with their instructor.

TEXTS: Neisworth J.T. and Smith R.M., Modifying Retarded Behaviour, Houghton Mifflin, 1973

Skinner, B.F., About Behaviourism Vintage Books, 1976

NOTE: For syllabus page 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.

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

UNIT I (4 weeks): - 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, punishment, acquisition, extinction, schedule of reinforcement
- discrimination and generalization
- behaviour chaining
- automaticity and immediacy
- generalized reinforcement

ASSIGNED READING: N.S. p. 3 -41, S. p. 3-50, S. p. 51-97, N.S. p. 43-7

QUIZ: end of Unit I, September 30.

UNIT II (4 weeks);

- basic behaviour modification strategies
- target behaviours, frequency records, charting, task analysis, shaping, changing consequences or cues (stimulus 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 behaviour

ASSIGNED READING: N.S. p. 77-101, S. p. 132-150 and 163-183, S. p. 184

MID TERM TEST: October 21

UNIT III(4 weeks):

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

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

QUIZ; end of Unit III, November 24.

UNIT IV (3weeks):

- 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

ASSIGNED READING: N.S. p. 171-213, S. p\* 98-131 and p. 241 - 277

Behaviour modification and programming project due: December 1

Seminar Research and Presentation Assignment:

Students will be responsible for researching and conducting a class seminar on a topic related to behaviour management, therapy or counselling chosen in consultation with the instructor, who will act as an advisor and resource person for the students.

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

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

METHODOLOGY:

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

The seminar and project assignments are designed to give students both individual and cooperative learning experiences with the instructor acting as an advisor and resource person.

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 another's seminar and project presentations.

The final course grade will be determined as follows:

1. Class attendance and participation	5%
2. Quiz (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%
	<u>TOTAL POSSIBLE 100%</u>

A grade of A, B, C, I, or R will be awarded 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.