SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONT.

COURSE TITLE: PRINCIPLES OF BEHAVIOUR MODIFICATION

CODE NO.:   PSY115

PROGRAM: DEVELOPMENTAL SERVICES WORKER

PROFESSOR: GERRY PAGE   Rm. E-3222

TEL NO.:   759-6774 OR TOUCH-TONE 759-2554 EXT. 555

DATE: AUGUST 1994 PREVIOUS OUTLINE DATED: JAN. 94

APPROVED: ^] / / s ? ^ _____ W   0<6 /7
      NADEAN KOCH, D'EAN, SCHOOL OF   DATE
      ARTS AND GENERAL EDUCATION

COURSE DESCRIPTION
The primary goal of this course is to introduce applied behaviour analysis to the student in a reasonably complete, technically accurate, contemporary manner. Operant conditioning will be emphasized keeping in mind ethical considerations.

COURSE OBJECTIVES:
Upon completion of the course the student will:

1.   define what behaviour is and demonstrate the ability to define behaviour operationally.
2.   compare and contrast classical conditioning and operant conditioning.
3.   list and recognize the various steps required for behavioural assessment.
4.   identify various methods for measuring behaviour utilizing direct and indirect procedures.
5.   define and list the factors which influence the effectiveness of reinforcement.
6.   describe what extinction is and the factors affecting its effectiveness.
7.   define what shaping is and list the necessary steps in developing a shaping program.
8.   compare and contrast the various schedules of reinforcement, noting their advantages and disadvantages.
9.   list the factors necessary to set up a "Token Economy" and list the advantages and disadvantages of token economy models.
10.   define what stimulus control is and explain how stimulus discrimination training is carried out.
11.   define punishment (Type I and Type II) and list the factors influencing the effectiveness of punishment.
12.   discuss the ethical/legal issues surrounding the uses of punishment.
13.   compare and contrast alternative methods for reducing behaviour.
14.   identify the factors necessary in setting up a self-control program.
15.   list and describe the components necessary for setting up behavioural contracts.

TEXTBOOK

Behaviour Modification: What It Is and How To Do It
4th Edition, 1992, Prentice Hall
Authors: Martin & Pear

Additional audio-visual material will be used in conjunction with the above text. In addition computer software is available in the L.A.C. for students' use. Examples include "Sidney Slug, Psychworld, and Psycom."

SYLLABUS

WEEK 1	A.	Brief historical perspective of applied behaviour analysis	Read Chapter 1
	B.	What is behaviour/defining behaviour operationally	
	C.	Environmental effects on behaviour	
WEEK 2	A.	Goals vs objectives	
	B.	Functional analysis of behaviour	
WEEK 3	A.	Classical conditioning vs. operant conditioning	**15**
	B.	Respondent behaviour vs. operant behaviour	
WEEK 4	A.	**QUIZ #1, CHAPTERS 1 AND 15 PLUS LECTURE NOTES AND VIDEOS**	
	B.	Role of assessment	18
	C.	Methods and issues in gathering behavioural assessment information	
WEEK 5	A.	Measuring and recording behaviour, i.e., direct vs. indirect recording	**19**
	B.	Fundamentals of graphing data, conventional graph, cumulative graphs	
WEEK 6	A.	Reinforcement procedures (positive vs. negative)	**3**
	B.	Primary reinforcers vs. Conditioned reinforcers	**10**
	C	Factors affecting reinforcement	
WEEK 7	A.	**QUIZ #2, CHAPTERS 18, 19, 3, 10, PLUS LECTURE NOTES AND VIDEOS**	
	B.	Extinction: What it is?	
	C	Factors affecting extinction	
	D	Resistance to extinction	
WEEK 8	A	Shaping: What it is?	
	B	Factors affecting behavioural shaping	
	C	Pitfalls of shaping	

SYLLABUS   Read Chapter
WEEK 9   A.   Schedules of Reinforcement   6
               B.   Characteristics, advantages and disadvantages

WEEK 10   **QUIZ #3 CHAPTERS 4, 5, 6, PLUS LECTURE
                     NOTES AND VIDEOS**
               B.   Schedules of Reinforcement that decrease
                     behaviour, DRO, DRL, DRI, DRA.
                     Group presentations

WEEK 11   **A.**   Token Economy   22
               B.   Factors required to set up a token
                     economy.
               C.   Token economy models

WEEK 12   A.   Stimulus control   8
               B.   Stimulus discrimination training
               C.   Stimulus fading   9

WEEK 13   A.   **QUIZ #4 CHAPTERS 7, 8, 9, 22, AND
                     LECTURE NOTES AND VIDEOS**
               B.   Punishment: What is it?   13
               C.   Effectiveness of punishment
               D.   Ethical/legal considerations

WEEK 14   A.   Alternative methods for reducing   17
                     behaviour.
               B.   Factors related to reductive procedures

WEEK 15   A.   Self-Control procedures   23
               B.   Behavioural contracts

WEEK 16   A.   Issues in behaviour management   28

WEEK 17   A.   **QUIZ #5 CHAPTERS 13, 17, 23, 28 AND
                     LECTURE NOTES AND VIDEOS**

EVALUATION:

Students will be expected to be in attendance and act as a participant in classroom activities. Students are responsible for any material missed due to being absent from class. Students will be graded as follows:

Quizzes	5 X 50 points per quiz	= 250 points
Group Assignment	1 X 50 points	= 50 points: due week 10.

All students must bring an HB pencil, an eraser, and their student I.D. number to class on test days.

Students will break into groups of not more than 6 and no less than 4 students per group. Each group will be assigned a problem and will be asked to develop a behavioural strategy for solving the problem utilizing an "applied behavioural analysis approach." The instructor will give you the format for developing the program by week 4.

GRADING

A+ = 90 -100%	or	270 - 300 points
A = 80 - 89%		240 - 269 points
B = 70 - 79%		210 - 239 points
C = 60- 69%		180-209 points
R less than 60%		179-or lower

NOTE:

If a student is unable to make a test due to **serious illness or circumstance,** s/he is obligated to contact the instructor in person or in writing "prior" to test time. The instructor will make a determination as to allow or not allow the student the right to write a supplemental test at a later date. If the student cannot make contact with the instructor in person, s/he is to call the teacher at the telephone number indicated on the cover page of this course outline. Failure to do so will result in an automatic "0" grade.

The instructor reserves the right to alter course material and grading as deemed necessary.

Students with an identified special need should meet with the instructor (confidentially) to discuss their situation.