



**COURSE DESCRIPTION**

The purpose of this course is to introduce the student to a variety of applied behavioural techniques used to modify behaviour. The course will assist the student in observing behaviour in an objective and analytical manner. ~~Classical and operant conditioning theories and procedures will be emphasized in a practical manner. In addition, observational learning and cognitive-behavioural procedures and will be explored.~~ Effectiveness of treatment procedures and ethical issues will be discussed throughout the course.

**COURSE OUTCOMES:**

Upon completion of the course the student will:

**I. Be able to discuss the relevant historical events leading to the development of Applied Behaviour Analysis.**

**Indicators:**

1. brief review of the biological, cognitive, psychodynamic, and humanistic perspectives related to behavioural change.
2. recall a brief historical view of behavioural analysis.
3. be familiar with the contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner, Bandura.
4. compare and contrast classical and operant conditioning.

**II. Be able to view and state behaviour in an objective and scientific manner**

**Indicators:**

1. define what behaviour is.
2. demonstrate the ability to define behaviour operationally.
3. define what is meant by functional analysis of behaviour.
4. define what is meant by the environment.

**III. Identify various procedures used in classical conditioning and give examples of how these procedures can be used in contemporary society to solve human problems.**

**Indicators:**

1. differentiate and identify respondent behaviours from operant behaviours.
2. identify and discuss the factors which influence the effectiveness of classical conditioning.
3. discuss how classical conditioning can be used to eliminate or control various anxiety disorders through exposure therapies such as extinction, counter-conditioning, systematic desensitization, in vivo desensitization, flooding, and implosive therapy.
4. review the ethical implications and effectiveness of aversive therapy to control and/or eliminate behaviour.

**IV. List the factors associated with assessing behaviour and apply direct measurement techniques in a variety of simulated and/or practical settings.**

**Indicators:**

1. list and recognize the various factors required for behavioural assessment.
2. develop behavioural/instructional objectives.
3. identify various methods for measuring behaviour utilizing direct and indirect procedures.
4. demonstrate the ability to utilize various direct measurement techniques such as, frequency, duration, latency, stimulus control, quality, time sampling, interval recording etc., in various settings .

**V. Identify various procedures used in operant conditioning and give examples of how these procedures can be used in contemporary society to solve human problems.**

**Indicators:**

1. define and list the factors which influence the effectiveness of reinforcement procedures, such as, positive and negative reinforcement, shaping, chaining, fading, token economy, stimulus control, stimulus discrimination, schedules of reinforcement, and stimulus generalization.
2. list and describe the various components required in developing a self-control program.
3. define and list the factors which influence the effectiveness of punishment procedures, such as, Type I and Type II punishment, time-out procedures, reprimands, response cost, overcorrection procedures, habit reversal.
4. discuss the ethical/legal issues surrounding the uses of punishment.
5. compare and contrast alternative methods for increasing or reducing behaviour (operant extinction, situational inducement, differential reinforcement techniques i.e., DRO, DRL, DRA, DRI).

**VI. Identify and describe the various techniques used in observational learning to bring about behaviour change.**

**Indicators:**

1. define what is meant by modelling, symbolic modelling, imitation, and role play.
2. discuss how the above techniques can be used to modify behaviour.
3. discuss and explore the contemporary issues related to media violence and its effects on behaviour.
4. review why radical behaviourist reject the concept of cognition as a form of behaviour.

**VII. Discuss the cognitive-behavioural approaches in modifying behaviour.**

**Indicators:**

1. describe the cognitive perspective as it relates to behaviour change.
2. compare and contrast Ellis's "rational emotive therapy" to Beck's cognitive therapy.
3. discuss Michenbaum's self-instructional model and describe its application as it relates to changing behaviour.
4. review and list Goldfried's personal problem solving techniques.

**TEXTBOOK**

**Behaviour Modification: What It Is and How To Do It**

6th Edition, 1999, Prentice Hall

Authors: Martin & Pear

A variety of additional audio-visual and printed material will be used in conjunction with the above text.

**Note:** some of the videos/films will be assigned, i.e., times will be made available for the students to view the video/films on their own time.

The student is responsible for picking up all handouts given in class (and there will be plenty).

If the student is absent, he/she will arrange with the teacher times to view films or videos missed. **REMEMBER !** It is the student's responsibility.

In addition, computer software is available in the L.A.C. for students' use. Examples include "Sidney Slug, Psychworld, and Psycorn, Self Change Programs." The student will be expected to utilize the software as per class instruction.

**METEODOLOGY:**

The class will be conducted utilizing lecture, simulation, individual, experiential and group work.

Students must be willing to participate in this course in order to benefit not only in knowledge but in skills and attitudes.

**SYLLABUS**

		<b>REQUIRED READINGS</b>
<b>WEEK 1</b>		<b>READ CHAPTERS</b>
	A. Historical perspectives of applied behaviour analysis.	1 & (handouts)
	B. Review the biological, cognitive, psychodynamic, and humanistic perspectives related to behavioural change.	28
	C. The contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner, Bandura.	
<b>WEEK 2</b>	A. Compare and contrast classical conditioning and operant conditioning.	15 & (handouts)
	B. Differentiate between respondent behaviour vs. operant behaviour.	
	C. Factors which influence the effectiveness of classical conditioning.	
	D. Classical conditioning and behaviour therapy.	
<b>WEEK 3</b>	A. Procedures in classical conditioning.	25, 27 (handouts)
	B. Effectiveness of classical conditioning.	
	C. What is behaviour/defining behaviour operationally.	
	D. Environmental effects on behaviour.	
<b>WEEK 4</b>	A. Goals vs objectives.	(handouts)
	B. Writing behavioural/instructional objectives.	
	C. Functional analysis of behaviour.	

**QUIZ #1, CHAPTERS 1, 15, 25, 27, 28 HANDOUTS & LECTURE NOTES AND VIDEOS**

<b>WEEK 5</b>	A. Role of behavioural assessment.	18
	B. Methods and issues in gathering behavioural assessment information.	
	C. Measuring and recording behaviour, i.e., direct vs. indirect recording.	19
	D. Fundamentals of graphing data, conventional graph, cumulative graphs.	
	E. Functional Assessment Of Problem Behaviour	20

REQUIRED READINGS

<b>WEEK 6</b>	<p>A. Operant conditioning procedures Reinforcement procedures (positive vs. negative).</p> <p>B.. Factors affecting reinforcement.</p> <p>C. Concept or rule governed vs. contingency shaped behaviour.</p>	<p>3 &amp; handouts</p>
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**QUIZ #2, CHAPTERS 18, 19, 20, 3, PLUS, HANDOUTS & LECTURE NOTES AND VIDEOS**

<b>WEEK 7</b>	<p>A. Extinction: What it is?</p> <p>B. Factors affecting extinction.</p> <p>C. Resistance to extinction.</p> <p>D. Sensory extinction.</p>	<p>4 &amp; handouts</p>
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<b>WEEK 8</b>	<p>A. Shaping: What it is?</p> <p>B. Factors affecting behavioural shaping.</p> <p>C. Pitfalls of shaping.</p>	<p>5</p>
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<b>WEEK 9</b>	<p>A. Schedules of Reinforcement: Why?</p> <p>B. Characteristics, advantages and disadvantages of ratio, interval, duration, both fixed and variable.</p>	<p>6 &amp; handouts</p>
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**QUIZ #3 CHAPTERS 4, 5, 6, PLUS HANDOUTS, LECTURE NOTES AND VIDEOS**

<b>WEEK 10</b>	<p>A. Schedules of Reinforcement that decrease behaviour, DRO, DRL, DRI, DRA.</p> <p>B. Factors affecting the effectiveness of differential reinforcement.</p>	<p>7</p>
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<b>WEEK 11</b>	<p>A. Stimulus discrimination training.</p> <p>B. Factors and influences on S<sup>D</sup>'s and S<sup>Δ</sup>'s</p> <p>C. Stimulus fading and chaining</p> <p>D. Stimulus generalization</p>	<p>8 &amp; handouts</p> <p>9 &amp; 11 "</p> <p>12 "</p>
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<b>WEEK 12</b>	A.	Token Economy	10 & 23 & handouts reinforcers.
	B.	Primary reinforcers vs. conditioned	
	C.	Factors required to set up a token economy.	
	D.	Token economy models	
	E.	Advantages and disadvantages of token economies	

**QUIZ #4 CHAPTERS 7, 8, 9, 10, 11,12, 23, AND HANDOUTS AND  
LECTURE NOTES AND VIDEOS**

<b>WEEK 13</b>	A.	Punishment: What is it?	13 & handouts
	B.	Types of punishment procedures	
	C.	Effectiveness of punishment	
	D.	Ethical/legal considerations	

<b>WEEK 14</b>	A.	Observational Learning Alternative methods for increasing and reducing behaviour.	16, 17 & handouts
	B.	Modelling, symbolic modelling, role play, imitation, situational inducement,	
	C.	Self-control procedures	24
	B.	Behavioural contracts	

<b>WEEK 15</b>	A.	Cognitive-behaviour management	26
	B.	Ellis vs. Beck vs. Meichenbaum,	
	C.	Problem solving, the cognitive way	

<b>WEEK 16</b>	A.	Review and wrap up	
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**Final Exam: Comprehensive exam with emphasis on Chapters 13, 16, 17, 24,  
26 AND LECTURE NOTES AND VIDEOS**

**EVALUATION:**

**Attendance in this course is essential.** Students will be expected to be in attendance and act as a participant in classroom activities. Students are responsible for all material missed due to being absent from class. Students will be graded as follows:

Quizzes	4 X 50 points per quiz	= 200 points (Approx. 14% per test = 56%)
Final Exam	1 X 75 points	= 75 points (Approx. 22%)
Behaviour Change Program	1 X 75 points	= <u>75 points</u> : (Approx 22%) due week 10.
<b>Total</b>		<b>350 points</b>

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

**Behaviour Change Assignment:**

Students 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 3.

**GRADING**

A+ = 90 - 100%	or	315 - 350 points
A = 80 - 89%		280 - 314 points
B = 70 - 79%		245 - 279 points
C = 60 - 69%		210 - 245 points
R less than 60%		209- or lower

**NOTE:**

If a student is unable to write 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 determine if the student is allowed 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 are encouraged to meet with the instructor (confidentially) to discuss their situation.



**Attendance:** In order to reinforce student attendance a bonus system will be implemented. Students who attend 3 full hours per week will be granted 1 bonus point per week, to a maximum of 15 points. If a student is late, absent or leaves class early, they will not receive the bonus point for that week. There will be no exceptions. *Students who miss 9 or more hours of class will no longer be eligible for any bonus points.* Note: this is a course you don't want to miss due to the content level.

*As well, students are expecter to "BE ON TIME" for class and when break time is over.*