

I. 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 will be explored. Effectiveness of treatment procedures and ethical issues will be discussed throughout the course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss the relevant historical events leading to the development of Applied Behaviour Analysis.

Potential Elements of the Performance:

- Brief review of the biological, cognitive, psychodynamic, and humanistic perspectives related to behavioural change
- Recall a brief historical view of behavioural analysis
- Be familiar with the contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner, Bandura
- Compare and contrast classical and operant conditioning.

2. View and state behaviour in an objective and scientific manner.

Potential Elements of the Performance:

- Define what behaviour is
- Demonstrate the ability to define behaviour operationally
- Define what is meant by functional analysis of behaviour
- Define what is meant by the environment

Course Name

Code No.

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

Potential Elements of the Performance:

- Differentiate and identify respondent behaviours from operant behaviours
- Identify and discuss the factors which influence the effectiveness of classical conditioning
- 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.
- Review the ethical implications and effectiveness of aversive therapy to control and/or eliminate behaviour

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

Potential Elements of the Performance:

- List and recognize the various factors required for behavioural assessment
- Develop behavioural/instructional objectives
- Identify various methods for measuring behaviour utilizing direct and indirect procedures
- 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

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

Course Name

Code No.Potential Elements of the Performance:

- 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
 - List and describe the various components required in developing a self-control program
 - 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, and habit reversal
 - Discuss the ethical/legal issues surrounding the uses of punishment
 - Compare and contrast alternative methods for increasing or reducing behaviour (operant extinction, situational inducement, differential reinforcement techniques, i.e. DRO, DRL, DRA, AND DRI)
6. Identify and describe the various techniques used in observational learning to bring about behaviour change.

Potential Elements of the Performance:

- Define what is meant by modeling, symbolic modeling, imitation, and role play
 - Discuss how the above techniques can be used to modify behaviour
 - Discuss and explore the contemporary issues related to media violence and its effects on behaviour
 - Review why radical behaviourist reject the concept of cognition as a form of behaviour
7. Discuss the cognitive-behaviour approaches in modifying behaviour.
- Potential Elements of the Performance:
- Describe the cognitive perspective as it relates to behaviour change
 - Compare and contrast Ellis's "rational emotive therapy" to Beck's cognitive therapy
 - Discuss Michenbaum's self-instructional model and describe its application as it relates to changing behaviour

Course Name

Code No.**III. TOPICS:**

1. Week One:
 - A. Historical perspectives of applied behaviour analysis
 - B. What is behavior modification and where is it used?
 - C. Behavioral assessment procedures. Role of behavioural assessment. Methods and issues in gathering behavioural assessment information. Measuring and recording behaviour, i.e. direct vs. indirect recording

Read: Chapters 1, 2, 19, 20 and handouts
2. Week Two:
 - A. Compare and contrast classical conditioning and operant conditioning
 - B. Differentiate between respondent behaviour vs. operant behaviour
 - C. Factors which influence the effectiveness of classical condition
 - D. Classical conditioning and behaviour therapy

Read: Chapters 14 and 15
Home work assignment and in class activity
3. Week Three:
 - A. Procedures in classical conditioning
 - B. Effectiveness of classical conditioning

What is behaviour/defining behaviour operationally
Environmental effects on behaviour
Read: Chapters 14 and 15 continued
4. Week Four:
 - A. Operant conditioning procedures and reinforcement procedures (positive vs. negative)
 - B. Factors affecting reinforcement
 - C. Concept or rule governed vs. contingency shaped behavior

Read: Chapter 3 and 4, handouts

Test #1, Chapters 1,2, 19,14,15 and lecture notes

Course Name

Code No.

5. Week Five:
- A. Schedules of Reinforcement: Why?
 - B. Characteristics, advantages, and disadvantages of ratio, interval, duration, both fixed and variable
- Read:** Chapter 6 and handouts
- C. Shaping behavior: Teaching and learning new behaviors
 - D. Behavioral Chaining
 - E. Fading procedures

Read: Chapters 10 and 11
In class activities

6. Week Six:
- A. Extinction: what is it?
 - B. Factors affecting extinction
 - C. Resistance to extinction
 - D. Sensory extinction
 - E. Fundamentals of graphing data, conventional graph, cumulative graphs
 - F. Functional assessment of problem behavior

Read: Chapter 5, 20
Reference 18 handouts

Test #2 Positive reinforcement and schedules Chapters 3,4 and 6 plus handouts

7. Week Seven:
- A. Schedules of Reinforcement that Decrease behaviour – DRO, DRL, DRI, DRA
 - B. Factors affecting the effectiveness of differential reinforcement
 - C. Token economy
 - D. Factors required to set up a token economy
 - E. token economy models
 - F. Advantages and disadvantages of token economies

Read: Chapters 24, 7 and handouts

Course Name

Code No.

8. Week Eight:
- A. Goals versus objectives
 - B. Writing behavioural/instructional objectives
 - C. Functional analysis of behaviour
 - D. Writing a behavior program: students begin assignment

Read: Chapter 23 and Handouts

Test #3 Chapters 5,7,10,11,24

9. Week Nine:
- A. Cognitive-behaviour management
 - B. Ellis vs. Beck vs. Meichenbaum stress management
 - C. Problem solving, the cognitive way

In class activity

Read: Chapter 27

Quiz # 1 graphing and plotting behavioural data

10. Week 10:
- A. Stimulus discrimination training
 - B. Factors and influences on S D's and S Δ 's
 - C. Stimulus fading and chaining
 - D. Stimulus generalization

Read: Chapter 8, 9

In class activity

11. Week 11:
- A. Writing a behavioural treatment plan in class work
- Bring journal article to class on behavioural treatment research

Test # 4 Writing behavioural objectives and goals for treatment plans Chapters 27,8,9

12. Week 12:
- A. Intensive Behavioural Intervention techniques for children with Autism/ Communication training systems are they as effective?
 - B. **In class activity** discussion and debate on controversies and benefits of this treatment program
 - C. Ethical Issues in implementing treatment plans
- Handouts and in class discussion

Course Name

Code No.

13. Week 13:
 A. Punishment: What is it?
 B. Types of punishment procedures
 C. Effectiveness of punishment
 D. Ethical/legal considerations
Read: Chapter 12 and handouts
14. Week 14:
 A. Observational Learning Alternative methods for increasing and reducing behaviour
 B. Modelling, symbolic modeling, role play, imitation, situational inducement
 C. Self-control procedures
 D. Behaviour contracts
Read: Chapters 17, 18 and handouts
15. Week 15:
 A. Review and wrap up
Due Date: Behavioural Intervention Program

V. EVALUATION PROCESS/GRADING SYSTEM:

16. Week 16:
Final Exam: Chapters 12, 17,18, IBI information and handouts

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Behaviour Modification: What It Is and How To Do It, 7th Edition, Martin & Pear, 1999. Prentice Hall

C. One (1) Behaviour Intervention Program = 30 points
 D. One quiz on graphing and plotting data= 10 points

The student is responsible for picking up all handouts given in class.

The student will receive participation marks for being present for in class activities that are indicated on scheduled days

If the student is absent, he/she will be responsible for obtaining all missed material from fellow classmates. *Remember! It is the student's responsibility.*

Methodology:

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.

The professor reserves the right to alter course material and grading as deemed necessary according to student needs and progress.

Students with an identified special need are encouraged to meet with the professor (confidentially) to discuss their situation.

Attendance: In order to reinforce student attendance, a bonus system will be implemented. Students who attend three full hours per week will be granted one 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 nine or more hours of class will no longer be eligible for any bonus points.*

Note: This is a course you do not want to miss due to the content level.

 Course Name

 Code No.

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. | |
| NR | Grade not reported to Registrar's office. | |
| W | Student has withdrawn from the course without academic penalty. | |

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should see the coordinator of the Social Science Department. Students will be required to provide a transcript and course outline related to the course in question.