

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Behaviour Management

CODE NO. : PSY207

SEMESTER: All

MODIFIED CODE: PSY0207

PROGRAM: Child and Youth Worker Program
General Arts and Science Program

AUTHOR:

MODIFIED BY: Catherine Tosello, CICE Program

DATE: Winter
2004

PREVIOUS OUTLINE DATED: Fall
2001

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): PSY102/PSY094 or SOC120/SOC020

HOURS/WEEK: 3 hours/week

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For additional information, please contact the Dean,
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(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the CICE 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, and reinforced by an Educational Assistant.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic 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 with assistance.

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

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 some of 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.

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

III. TOPICS:

1. Week One:
 - A. Historical perspectives of applied behaviour analysis
 - B. Review the biological, cognitive, psychodynamic, and humanistic perspectives related to behavioural change
 - C. The contributions of Thorndike, Pavlov, Watson, Wolpe, Skinner, and Bandura

Read: Chapters 1 (& handouts) & 28
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: Chapter 15 and handouts

3. Week Three:
 - A. Procedures in classical conditioning
 - B. Effectiveness of classical conditioningWhat is behaviour/defining behaviour operationally
Environmental effects on behaviour
Read: Chapters 25 and 27 (& handouts)

4. Week Four:
 - A. Goals versus objectives
 - B. Writing behavioural/instructional objectives
 - C. Functional analysis of behaviour**Read:** Handouts

Quiz #1, Chapters 1, 15, 25, 27, 28, Handouts, Lecture Notes, and Videos

5. Week Five:
 - A. Role of behavioural assessment
 - B. Methods and issues in gathering behavioural assessment information
 - C. Measuring and recording behaviour, i.e. direct vs. indirect recording
 - D. Fundamentals of graphing data, conventional graph, cumulative graphs
 - E. Functional assessment of problem behaviour**Read:** Chapters 18, 19, and 20

6. Week Six:
 - A. Operant conditioning procedures and reinforcement procedures (positive vs. negative)
 - B. Factors affecting reinforcement
 - C. Concept or rule governed vs. contingency shaped behaviour**Read:** Chapter 3 and handouts
Quiz #2, Chapters 18, 19, 20, 3 Plus Handouts Plus Handouts and Lecture Notes and Videos

7. Week Seven:
 - A. Extinction: what is it?
 - B. Factors affecting extinction
 - C. Resistance to extinction
 - D. Sensory extinction**Read:** Chapter 4 and handouts

8. Week Eight:
 - A. Shaping: What is it?
 - B. Factors affecting extinction
 - C. Resistance to extinction
 - D. Sensory extinction**Read:** Chapter 5
9. Week Nine:
 - A. Schedules of Reinforcement: Why?
 - B. Characteristics, advantages, and disadvantages of ratio, interval, duration, both fixed and variable**Read:** Chapter 6 and handouts

Quiz #3 Chapters 4, 5, and 6 Plus Handouts, Lecture Notes, and Videos

10. Week 10:
 - A. Schedules of Reinforcement that Decrease behaviour – DRO, DRL, DRI, DRA
 - B. Factors affecting the effectiveness of differential reinforcement**Read:** Chapter 7
11. Week 11:
 - 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, 11, 12 and handouts
12. Week 12:
 - A. Token economy
 - B. Primary reinforcers vs. conditioned reinforcers
 - C. Factors required to set up a token economy
 - D. token economy models
 - E. Advantages and disadvantages of token economies**Read:** Chapters 10, 23 and handouts
13. Week 13:
 - A. Punishment: What is it?
 - B. Types of punishment procedures
 - C. Effectiveness of punishment
 - D. Ethical/legal considerations**Read:** Chapter 13 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 16, 17, and handouts
15. Week 15:
 - A. Cognitive-behaviour management
 - B. Ellis vs. Beck vs. Meichenbaum
 - C. Problem solving, the cognitive way

Read: Chapter 26
16. Week 16:
 - A. Review and wrap up

Final Exam – Comprehensive exam with emphasis on Chapters 13, 16, 17, 24, 26, lecture notes and videos

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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 Learning Centre for students' use. The student will be expected to utilize the software as per class instruction.

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.

V. EVALUATION PROCESS/GRADING SYSTEM:

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:

- A. Four (4) Quizzes x 50 points per quiz = 200 points (approximately 14% per test for a total of **56%**)
- B. One (1) Final exam = 75 points (approximately **22%**)
- C. One (1) Behaviour Change Program = 75 points (approximately **22%** - due Week 10)
- D. Total = 350 points or **100%**

Students must bring an HB pencil, pen, 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 Three. This assignment will be modified for the CICE student in conjunction with the professor. The CICE student will receive one on one assistance.

Note: If a student is unable to write a test due to **serious illness or circumstance**, she/he is obligated to contact the professor in person or in writing **prior** to test time. The professor will determine if the student is allowed to write a supplemental test at a later date. If the student cannot make contact with the professor in person, he/she is to **call the professor** at the professor’s extension. Failure to do so will result in an automatic “)” grade.

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

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.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 professor 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 obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.