

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to applied behavioural strategies and then to actually use these strategies. Areas of focus will be on skills needed in placement settings and that will be relevant to future work. Contracts, goal setting, modifications, assessment, cognitive behavioural techniques, task analysis, token economies, treatment program planning are some of the areas of focus.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Discuss a brief relevant history and examine the types.

Potential Elements of the Performance:

- Discuss the relevant historical background to behaviour management
- Demonstrate knowledge of the differences between classical conditioning
- Techniques and those based on operant conditioning

2. State behaviour in an objective and clinical manner.

Potential Elements of the Performance:

- Define what behaviour is
- Demonstrate the ability to define behaviour operationally
- Demonstrate a working knowledge of important terms regarding behaviour and learning

3. Identify various procedures used in classical conditioning and demonstrate how to utilize these to deal with real life problems.

Potential Elements of the Performance:

- Identify effective modes of applying classical conditioning techniques such
- As systematic desensitization, extinction, in vivo desensitization, flooding, etc.

4. List the factors associated with assessing behaviour and application of direct measurement techniques.

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
- Demonstrate the ability to utilize various direct measurement techniques.

5. Identify various procedures used in operant conditioning and demonstrate their application.

Potential Elements of the Performance:

- Define 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.
 - Describe the various components required in developing a self-control program.
 - Define the factors which influence the effectiveness of time-out, response cost, and overcorrection.
 - Have knowledge of the ethical/legal issues surrounding the use of punishment.
6. Identify and describe the various techniques used in observational learning to bring about behaviour change and cognitive-behaviour approaches.

Potential Elements of the Performance:

- Discuss modeling, symbolic modeling, imitation, and role play.
- Implement strategies utilizing the above mentioned.
- Describe the cognitive perspective as it relates to behaviour change strategies.

III. TOPICS:

1. History of Behaviour Management
2. Strengthening and Decreasing Behaviour
3. Punishment Issues/Alternatives to punishment
4. Shaping New Behaviour
5. Stimulus Discrimination Learning
6. Generalization, Assessment, Programming, and Cognitive Behaviour
7. Contracts, Token Economies, and many other effective strategies

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Behaviour Modification: What It Is and How To Do It, 9th Ed. Martin & Pear, 1999. Prentice Hall

V. EVALUATION PROCESS/GRADING SYSTEM:

5 Tests worth – 115 points

1 Plotting and Graphing Assignment – 20 points

1 Behavioural contract – 20 points

1 Token Economy Program – 30 points

Skill Development – 15 points

Attendance in this course is essential as participation demonstrates skills. If a student is unable to write a test due to serious illness or circumstance, she/he is obligated to contact the professor prior to test time. Voice mail extension number is 2564. Failure to do so will result in an automatic grade of zero in that test.

Students who are not actively participating in class (texting, talking, e-mail, etc.) are not only impacting their education but that of others and will lose 5 participation marks if they are spoken to by the professor or asked to leave the classroom. They can earn back the participation marks 1 mark a week when they demonstrate they are actively participating.

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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.