

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: PRINCIPLES OF BEHAVIOUR MODIFICATION

CODE NO.: PSY 115-3 SEMESTER: FALL

PROGRAM: DEVELOPMENTAL SERVICES WORKER

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EXTENSION: 555

DATE: SEPTEMBER 19 9 2 PREVIOUS OUTLINE DATED: SEPTEMBER 19 91

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APPROVED:
DEAN

DATE

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 GOALS

Upon completion of the course the student will

1. be better able to observe behaviour with greater understanding.
2. be able to understand how behaviour interacts with the environment.
3. understand the basic principles of respondent and operant conditioning.
4. have a general understanding of how behavioural procedures work in managing behaviour.
5. have an understanding of how behaviour can be assessed and measured.
6. begin to realize the legal and ethical considerations concerning the use of behaviour modification and the responsibilities that go with the procedures.

TEXTBOOK

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

Reference: The How To (Series), H. & H. Interprises (Library)

Additional audio-visual material will be used in conjunction with the above text.

SYLLABUS

		READ CHAPTER
WEEK 1	a. Brief historical perspective of applied behaviour analysis b. What is behaviour/defining behaviour operationally c. Environmental effects on behaviour	1
WEEK 2	a. Goals vs. objectives b. Functional analysis of behaviour	
WEEK 3	a. Respondent behaviour vs. operant behaviour b. Respondent conditioning vs. operant conditioning c. Escape and avoidance conditioning	15 - 14

		READ CHAPTER
WEEK 4	a Quiz #1, Chapters 1, 15, 14, plus lecture notes and videos b Role of assessment c Methods and issues in gathering behavioural assessment data	18
WEEK 5	a Measuring and recording behaviour, i.e. direct vs. indirect recording b Fundamentals of graphing data, i.e. frequency-graph, cumulative graphs	19
WEEK 6	a Reinforcement procedures (positive vs. negative) b Reinforcers - primary - natural - secondary or conditioned Factors affecting positive reinforcement	3 - 10
WEEK 7	Quiz #2, Chapters 18, 19, 3, 10, plus lecture and video b. Extinction: How to decrease behaviour c. Factors affecting extinction d. Resistance to extinction e. Sensing extinction	4
WEEK 8	a, Behavioural Shaping b, Factors affecting behavioural shaping c, Pitfalls of shaping	5
WEEK 9	Schedules of reinforcement i.e. C.R.F. intermittent schedules, FR, VR, FI, VI, FD, and VD b. Characteristics, advantages and disadvantages c. Schedules of reinforcement that decrease behaviour	6
WEEK 10	a, Quiz #3 - Chapters 4, 5, 6, plus lecture and videos b, Schedules of reinforcement that decrease behaviour: DRL, DRO, DRI, DRA	
WEEK 11	a. Token economy b. Factors to consider c. Programming generality	22
WEEK 12	a. Stimulus Control b. Stimulus Discrimination Training c. Stimulus Generalization & Responding	8 & 12
WEEK 13	a. Quiz #4 - Chapters 7, 22, 8, 12 b. Punishment c. Overcorrection d. Response cost, reprimands	13 & 17

PSY 115

WEEK 14	a	Self-Control	23 & 25
	b	Behavioural contracts	
	c	Cognitive behaviour modification	
WEEK 15	a	Doing research in behaviour modification	20
WEEK 16	a	Quiz #5 Chapters 13, 17, 20, 23, 25	

EVALUATION

Students will be expected to be in attendance and act as a participant in classroom activities. Students will be graded as follows:

- 1. Quizzes - 5 x 50 = 250 points
- Bonus points for attendance = 25 points

Students are responsible for any missed materials including video material.

NOTE: Six points will be deducted for each HOUR of class missed up until a maximum of 25 bonus points.

Attendance will be taken at the beginning of class; therefore, please be on time.

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

GRADING

A+ = 90 - 100%	or	225 - 250 points
A = 80 - 89%		200 - 224 points
B = 70 - 79%		175 - 199 points
C = 60 - 69%		150 - 174 points
R = less than 60%		149 - or lower

NOTE: If a student is unable to make a test due to **serious** illness or incident, he or she is obligated to contact the instructor in person or in writing "prior" to test time. The instructor may make a determination as to whether the student can write the exam at a later date. If the student cannot make contact with the instructor they are to call 759-6774, Ext. _____ or Ext. 515 and leave a message with the secretary. Failure to provide the instructor with notification will result in a "0" grade.

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

STUDENTS WITH AN IDENTIFIED SPECIAL NEED(S) SHOULD DISCUSS THEIR SITUATION WITH THE INSTRUCTOR.