

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Principles of Behaviour Modification

CODE NO.: PSY 115-3

PROGRAM: Correctional Worker

SEMESTER:

DATE: January 1991

AUTHOR: Betty Brady, Room E311, Ext. 671

New: Revised:

Approved:

Dean

**/rfc**

Date

**Principles of Behaviour Modification**

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**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. understand the basic principles of respondent and operant conditioning.
3. have a general understanding of how behavioural procedures work in managing behaviour.
4. 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 Use It",  
3rd Edition 1988, 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 |
|---------------|---|--------------|
| <b>WEEK 1</b> | a. Brief historical perspective of applied behaviour analysis | 1            |
|               | b. What is behaviour  |              |
|               | c. Environmental effects on behaviour                         |              |
| <b>WEEK 2</b> | a. Respondent behaviour VS operant behaviour                  | 15 - 16      |
|               | b. Respondent conditioning VS operant conditioning            |              |
|               | c. Escape and avoidance conditioning                          |              |

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|---------|----|--|---------|
| WEEK 3  | a  | Application of behaviour modification to the real world                | 2       |
|         | b  | Selecting and defining target behaviour                                |         |
| WEEK 4  | a  | Quiz #1, Chapters 1, 15, 16, 2   | 19      |
|         | b  | Role of assessment   |         |
|         | c  | Methods and issues in gathering behavioural assessment data            |         |
| WEEK 5  | a  | Measuring and recording behaviour, i.e. direct VS indirect recording   | 20      |
|         | b  | Fundamentals of graphing data, i.e. frequency graph, cumulative graphs |         |
| WEEK 6  | a  | Reinforcement procedures (positive VS negative)                        | 3 - 11  |
|         | b  | Reinforcers - primary - natural - secondary - conditioned              |         |
|         | c  | Factors affecting positive reinforcement                               |         |
| WEEK 7  | a  | Quiz #2, Chapters 19, 20, 3, 11  | 4       |
|         | b  | Extinction: How to decrease behaviour                                  |         |
|         | c  | Factors affecting extinction   |         |
|         | d  | Resistance to extinction   |         |
| WEEK 8  | a  | Behavioural Shaping  | 5       |
|         | b  | Factors affecting behavioural shaping                                  |         |
| WEEK 9  | a  | schedules of reinforcement i.e. C.R.F. intermittent schedules          | 6 & 7   |
|         | b  | characteristics, advantages and disadvantages                          |         |
| WEEK 10 | a  | Quiz #3 - Chapters 4, 5, 6, 7  | 8       |
|         | b  | Schedules of reinforcement that decrease behaviour                     |         |
| WEEK 11 | a  | Token economy  | 23      |
|         | b  | Factors to consider  |         |
| WEEK 12 | a  | Stimulus Control   | 9 & 13  |
|         | b  | Stimulus Discrimination Training                                       |         |
|         | c  | Stimulus Generalization & Responding                                   |         |
| WEEK 13 | a  | Quiz #4 - Chapters 8, 23, 9, 13  | 14 & 18 |
|         | b  | Punishment   |         |
|         | c  | Overcorrection   |         |
|         | d. | Response cost, reprimands  |         |

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- WEEK 14** a. Self-Control  
b. Behavioural contracts  
c. Cognitive behaviour modification

24 & 26

- WEEK 15** a. Quiz #4, Chapters 14, 18, 24, 26

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 - 4 x 50 = 200 points  
Bonus points for attendance = 25 points

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

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

**GRADING**

- A+ = 175 -• 200 points  
A = 150 -- 174 points  
B = 125 -- 149 points  
C = 100 -- 124 points  
R = 124 - 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 24 hours "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 749-6774, Ext.560 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.