

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: WINTER

PROGRAM: TEACHER ASSISTANT  
CORRECTIONAL WORKER

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EXTENSION: 555

DATE: JANUARY 199 3 PREVIOUS OUTLINE DATED: SEPTEMBER 19 9 2

APPROVED:

  
NADEAN KOCH-, DEAN, SCHOOL OF  
ARTS AND GENERAL EDUCATION

DATE 1/25/93

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
JAN 25 1993  
SAULT STE. MARIE, ON

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	15 - 14

	READ CHAPTER
<b>WEEK 4</b>	
a. Quiz #1, Chapters 1, 15, plus lecture notes and videos	18
b. Role of assessment	
c. Methods and issues in gathering behavioural assessment data	
<b>WEEK 5</b>	
a. Measuring and recording behaviour, i.e. direct vs. indirect recording	19
b, Fundamentals of graphing data, i.e. frequency-graph, cumulative graphs	
<b>WEEK 6</b>	
a. Reinforcement procedures (positive vs. negative)	3 - 10
b, Reinforcers - primary - natural - secondary or conditioned	
Factors affecting positive reinforcement	
<b>WEEK 7</b>	
a. 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	
<b>WEEK 8</b>	
a. Behavioural Shaping	
b. Factors affecting behavioural shaping	
c. Pitfalls of shaping	
<b>WEEK 9</b>	
a. 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	
<b>WEEK 10</b>	
a. Quiz #3 - Chapters 4, 5, 6, plus lecture and videos	7
b, Schedules of reinforcement that decrease behaviour: DRL, DRO, DRI, DRA	
<b>WEEK 11</b>	
a Token economy	22
b Factors to consider	
c Programming generality i.e. stimulus generalization	
<b>WEEK 12</b>	
a. Stimulus Control	8
b, Stimulus Discrimination Training	
<b>WEEK 13</b>	
a. Quiz #4 - Chapters 7, 22, 8	13
b. Punishment	

**WEEK 14** a. Overcorrection  
b. Response cost, reprimands

**WEEK 15** a. Self-Control  
b. Behavioural contracts

23

**WEEK 16** a. Review and Quiz #5 Chapters 13, 17, 23

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 = 20 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 20 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.