

**THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Behaviour Management

**CODE NO. :** PSY207 **SEMESTER:** All

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

**AUTHOR:**

**DATE:** Fall 2001 **PREVIOUS OUTLINE DATED:** Winter 2001

**APPROVED:**

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** PSY102 or SOC120

**HOURS/WEEK:** 3 hours/week

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*For additional information, please contact Judith Morris,*  
*School of Continuous Learning*  
*(705) 759-2554, Ext. 516*

**I. COURSE DESCRIPTION:** The purpose of this course is to introduce the 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.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the 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.

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

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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 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 conditioning
- What is behaviour/defining behaviour operationally

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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

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- 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:  
Schedules of Reinforcement that Decrease behaviouru – 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  $\Delta$ '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  
**Quiz #4 – Chapters 7, 8, 9, 10, 11, 12, 23, and Handouts, Lecture Notes, and Videos**
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

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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, 6<sup>th</sup> 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.

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Code No.**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.

**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.

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The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

## 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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

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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.

*<include any other special notes appropriate to your course>*

**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 see the coordinator of the Social Science Department. Students will be required to provide a transcript and course outline related to the course in question.