

CAMOSUN COLLEGE
SCHOOL OF ARTS & SCIENCE
PSYC 164 - BEHAVIOR MANAGEMENT

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OFFICE HOURS: See posted times on office door

REQUIRED READING:

1. Text: Martin, G., & Pear, J. Behavior Modification: What It Is And How To Do It, 7th edition. Englewood Cliffs, NJ: Prentice-Hall, 1988.
2. Supplementary Material
Study Guide
3. Flashcards

COURSE ORGANIZATION: The class will meet 3 hours per week. This time will be devoted to discussion of classical and operant conditioning principles and their application to behavior problems in a wide variety of settings. In addition, during class time, students will participate in group discussions and group role-play situations illustrating applications of operant conditioning principles. Students will also be required to plan and implement a behavior management program.

EVALUATION:

1. **Tests:** Five objective tests consisting of 20 - 25 questions each, covering material discussed in the text and in class, including role plays and articles, will be given throughout the term. Each test will cover approximately 1/5 of the terms work and will consist of multiple choice, true-false questions, and short answers.
2. **Group Presentation Role-Play:** The class will be divided into groups of four, and each group will be required to participate in a role-play situation on one occasion during the term. The role-playing will involve an actual demonstration of the application of operant conditioning principles to a real-life situation. This could include family, work or social situations. (See pages 4 & 5 for a list of the principles to be done by each group.) The role-play should follow the outline provided on page 7. A group mark will be given for the role-play. Students will be required to evaluate the other members in their group as to their participation if necessary.

3. **Class Participation:** Each student is expected to attend class and participate by actively listening, posing questions and offering ideas. As home work students need to complete the study questions in the study question handout. Students will be asked during classes to answer one or two of the study questions and will earn marks if they demonstrate an understanding of the material. In addition, students in groups will be assigned class exercises to do during class. All members of a group present on the day of an exercise will receive credit for their groups performance. A score of zero will be recorded for absent individuals.
4. **Presentation of Journal Articles:** Each group of students (same groups as for role-play situations) will be required to answer a set of discussion questions that summarize a journal article which will be provided by the instructor. Students will be required to hand in a written summary of the discussion questions on page 12 on the day the article is discussed. Your group's presentation should last about 25 minutes. All members are required to participate. The use of overheads as a means of displaying information is mandatory. The information on the overheads should be in point form; the oral presentation should expand upon these points. Additional touches, such as having members in your group act out the treatment procedure, will be looked upon favorably. When the presentation is over, a class discussion will ensue. In addition, EACH student other than those doing the discussion questions will be required to give a verbal criticism of how learning principles have been violated in the article that is being discussed. Students will be called upon randomly to present their criticism in class on the day the article is presented, and to hand in their written criticism.
5. **Behavior Management Project:** Each student will be required to carefully observe, identify, and record a behavior in an adult or child, and plan and implement a behavior change program using the principles of operant conditioning. Continued recording and/or graphing of the behavior will be required during the implementation of the program. Students will be required on a regular basis to report to class on the progress of their program, and write a report on the project..
6. **Flashcards:** Each student will be given a set of flashcards (approximately 100) with definitions of key terms written on one side and a one word answer on the flip side. The student will be required to recite 40 responses per minute by the end of the semester.

Tests	30
Flashcards (40/min - 15; 30-39 = 10; 20-29 = 5).....	15
Study Question answers and class exercises.....	5
Role-play.....	15
Presentation of discussion questions on articles and write up	10
Criticisms of articles	5
Project and weekly report of progress.....	<u>20</u>
Total.....	100

Grading:	A ⁺	95-100	C ⁺	65-69
	A	90-94	C	60-64
	A ₋	85-89		
	B ⁺	80-84	D	50-59
	B	75-79	F	< 50
	B ₋	70-74		

GRADING GUIDELINES: (on a 10 scale)

All work in this course will be graded using the following standards:

9.5 - 10	Superior, flawless, total understanding, and exceptional achievement, publishable, polished and professional. Creativity in expressing ideas (e.g. new insight, obvious quality research, superior discussion and novel presentation), precise, concise, specific. Integration of theory to practice superior.
9	Outstanding quality, insightful, excellent articulation of ideas, clear, concise writing, overall structure is organized, flowing and ideas are in-depth.
8.5	Excellent understanding, major points covered in depth, with excellent integration of theory to practice. Course vocabulary well demonstrated. As above with less detail.
8.0	Excellent understanding, reasonably well articulated. Work is above minimum requirement. Questions are answered and gone beyond minimum in specificity and depth. Clear integration of theory to practice, both covered well.
7.5	Has understood assignment, but some problems with articulation. All questions answered, some depth of thinking and specificity of examples expressed. Integration of theory to practice at a good level.
7.0	Fair understanding, lack of detail, depth of specificity. Questions answered literally and superficially. Integration of theory shown at a lower level.
6.5	Partial understanding, needs work in articulation, major points omitted or incomplete. Questions answered but not integrated with text material.
6.0	As C ⁺ , but work is incomplete or poorly presented. Little integration of theory to practice, understanding of material not clearly demonstrated.
5.5	Questions answered with poor or inadequate reference to theory, bare minimum of effort shown. Misunderstandings of theory and application shown.
Below 5	Minimal understanding, off-track, low quality, below minimum length, etc.

CLASS SCHEDULE

WEEK	TOPIC
1	Introduction Classical Conditioning: Perspectives on Human Behavior <u>READ: Chs. 1, 2, 3, 14, 15, 26 for Week 2</u>
2	Classical Conditioning: Principles and Treatments <u>READ: Chs. 5, 8, 16, 19, 20 by Week 4</u> (Omit pp. 263-264).
3	<u>Test #1:</u> Classical Conditioning (Ch. 14, 15, 26 & lecture material) <u>Discussion:</u> Study questions for Test #2.
4	Continue Discussion of Study Questions. <u>Presentation of 1st Article (Group #1)</u> <u>Role Play:</u> Illustrating reinforcement & extinction in operant conditioning (Group #2) (See pp. 43, 45, 68 & 69)
5	<u>Role Play:</u> Illustrating stimulus generalization & stimulus discrimination in operant conditioning (Group #4) (this includes discussion of S^D's & S^Δ's) (See pp. 108, 109) Talk about baselines for projects Begin baselines <u>READ: Ch. 10 by Week 6</u>
6	<u>Test #2:</u> (Chs. 1, 3, 5, 8, 16, 19, 20 - (omit section noted above)) & lecture material. <u>Discussion:</u> Study Questions for Test #3. Discuss shaping Hand in Treatment Plans <u>READ: Chs. 6, 7, 9, 11 by Week 7</u>
7	<u>Role Play:</u> Illustrating shaping - (Group #5) (include discussion of successive approximations, and factors influencing the effectiveness of shaping) (see pp. 126-128, 130, 131) Discuss Treatments <u>Presentation of 2nd Article: Group #2</u>
8	Continue discussion of Study questions. <u>Role Play:</u> Illustrating three different schedules of reinforcement(one from Chapter 6 and two from Chapter 7) (Group #7) (See pp. 84, 85, 94, 95). <u>Role Play:</u> Illustrating fading (Group #6) Include discussion of factors influencing the effectiveness of fading) (See pp. 116-119)
9	<u>Role Play:</u> Illustrating chaining (Group #3) (Include a discussion of factors influencing the effectiveness of chaining) (See pp. 139-142) <u>Test #3:</u> (Chs. 6, 7, 9, 10, 11; & lecture material) <u>Film:</u> Behavior Modification with Autistic Children <u>READ: Chs. 4, 12, 13, 18 by Week 10</u>

CLASS SCHEDULE (cont'd)

WEEK	TOPIC
10	<u>Presentation of 3rd Article: Group #3</u> Discussion: Study questions for Test #4 <u>READ: Chs. 17, 24, 30, by Week 11</u>
11	Continue discussion of Study Questions. <u>Role Play:</u> Illustrating punishment by withdrawal of positive reinforcement or by presentation of an aversive stimulus & negative reinforcement (Group #1) (See p 158, 159, 168, 169) Discuss Treatments & Token System
12	<u>Test #4:</u> (Chs. 4, 12, 13, 18, & Lecture material) Presentation of 4th Article: Group #4
13	Presentation of 5th Article: Group #5 Presentation of 6th Article: Group #6
14	Presentation of 7th Article: Group #7 (answer questions on back of article) <u>Presentation of Projects</u> <u>Test #5</u> (Chs. 17, 24, 30)

**COURSE
OBJECTIVES:****Overall Objectives of the Course**

The course is designed to teach students specific skills which will enable them to modify existing undesirable behaviors, teach new appropriate behaviors, and improve already existing appropriate behavior in both adults and children. A humanistic, as opposed to a mechanistic, approach to behavior is stressed.

Specific Objectives

1. To achieve a basic knowledge of classical conditioning principles, and a knowledge of the treatments based on these principles, including systematic desensitization, aversion therapy, implosion therapy, and wet alarm treatment.
2. To achieve a knowledge of the principles of operant conditioning including positive reinforcement, extinction, stimulus generalization, stimulus discrimination, shaping chaining, fading, schedules of reinforcement, variables affecting reinforcement, negative reinforcement and punishment. Imitation learning is also discussed.
3. To learn to apply the above principles of operant conditioning in everyday interactions with persons in such settings as facilitates for the emotionally disturbed, psychiatric hospitals, facilities for the handicapped, as well as group and family home situations.
4. To be able to plan and implement a complete behavior modification program, including observing, identifying and recording or graphing behavior, and setting up a comprehensive behavior change program with continued evaluation of the success of the program included.

GROUP PRESENTATION ROLE PLAY

In this assignment you will demonstrate your use of some of the skills and understanding of the concepts to the class. This is an opportunity to practice giving presentations and convey what you've learned - and the other students will benefit as well.

INSTRUCTIONS

Your task is to give a 20-30 minute presentation of an assigned topic from the text to the class, using the format below. Each person must do an equal part of the presentation since each will get the same grade unless negotiated with the instructor before presentation.

1. Oral presentation of theory:

- a) Explain the related theory including the concepts and principles to be demonstrated. Discuss what will be shown and why these concepts and skills are important to learning. Give an in-depth discussion, as if you were teaching it to a class hearing it for the first time. Cover as much as you need to make a logical, coherent and meaningful presentation in the time allotted.
- b) Describe the situation and introduce the role characters so that the class can get a good picture of the personalities and the setting of the role play or demonstration.

2. The demonstration:

- a) Set up a situation that allows you to demonstrate your chosen topic. The best is one that members of the class can identify with. You may use any methods that would be appropriate - including one longer role play, several short ones, video or film clips, charts, games, class exercises, etc. Avoid 'one-line' role plays as demonstrations because they go by too fast for the class to see what you're trying to convey. Use props and costumes to add a sense of reality.
- b) Practice your demo to polish it a bit, but try not to work from a rigid script because it will seem stilted. It is a good idea to be clear on WHAT you are trying to convey, and allow some of the HOW you illustrate it be spontaneous. Put life into it as if it were a real situation. Don't worry if things don't go exactly as planned. Also, it is better to over dramatize than to have it too subtle. Try to relax and have fun!
- c) For all the role plays, try to include a demonstration of some of the factors influencing and the pitfalls of the principles being illustrated.

3. Debriefing and feedback:

- a) Discuss where the principles were illustrated.
- b) Summary and recommendations including identifying the strengths and weaknesses of the program, and making recommendations about the continuation of the program. You can incorporate additional principles (other than those assigned) if you wish. Your demonstration will be graded higher if you do this.
- c) Open the discussion to the class. Ask for feedback. You must encourage class discussion. Perhaps coming prepared with a few questions will help stimulate feedback.
- d) End with a closing remark. Receive your applause and relax!

Reread instructions to make sure that you haven't overlooked anything.

Examples of Role-Plays for Reinforcement and Extinction

These are examples of situations you can role-play. You DO NOT need to use these. You may make up your own if you like.

1. Bob, a 25-year-old handicapped man, bangs very loudly on the window of the office on the lodge several times a day. How could you stop him?
2. Gertrude, a 54-year-old housewife with multiple sclerosis, residing in a rehabilitation center is a bitter and chronic complainer. Both staff and other patients find her to be disturbing and disruptive. She is an outcast among the patients and the quality of her care from staff is progressively deteriorating. How could you help her reduce this disruptive behavior?
3. Tom, a 37-year-old man with quadriplegia resulting from an automobile accident emits psychotic verbalizations and engages in dependency type behavior. He complains continually about various psychiatric problems. How could you decrease these behaviors?
4. Every time you walk on her lodge, Jane, a 40-year-old handicapped woman, comes up to you, rubbing her thumb and forefinger together saying "Helloooo, Jane." How could you stop her from doing this?
5. Bobby, a 20-year-old handicapped man spends most of his time walking around the dayroom with his pants down. How could you stop this?
6. Susan, a 3-year-old girl throws a tantrum everytime she asks for something and her mother tells her she can't have it. How could you get her to stop this?
7. George, a 25-year-old man, who is your husband, continually complains about how awful his work is, and what a dull life he leads. When you sit down to talk to him, you have suggested ways of dealing with his problems, but he ignores them and continues to complain. How could you get him to spend less time complaining when you are talking to him?

Examples of Role-Plays for Stimulus Generalization and Stimulus Discrimination

1. John, a 19-year-old, in a group home exposes himself to young female children. How could you teach him that it is acceptable to do this with his girlfriends in private, but it is not acceptable to display this behavior with young children in public places, i.e., to display this response in the presence of one stimulus class (his girlfriends), but to discriminate and not to display this response in the presence of another stimulus class (young children)?
2. Mary, a 24-year-old psychotic woman, talks to people when they are in her presence and attending to her, as well as when she is alone, or when in the presence of people who are not attending to her. How could you teach her to discriminate between the above situations so she would talk when it is appropriate to do so, (i.e., not when she is alone or when she is in the presence of people who are not attending to her)?
3. John, a 4-year-old boy with some emotional problems, is not toilet trained. Using generalization and discrimination, how could you teach him to toilet himself in the bathroom (i.e., to generalize his response to all bathrooms) and to discriminate between toileting in bathrooms, and on the floor or in his pants outside?

Examples of Role-Plays for Shaping, Fading and Chaining

1. Suzie, a 5-year-old girl with brain damage, has problems with eating. She has never used utensils, although she does have the physical coordination to do so. Using shaping in forward or backward chaining, how would you go about teaching her to use a spoon to eat?
2. John, a 22-year-old male does not dress himself. He suffered a severe cerebral contusion and a skull fracture in an automobile accident. Initially he exhibited some regression and disorientation. At present his motor functions seem all right, but he has not attempted to dress himself, since his accident. Using shaping in forward or backward chaining, how would you go about teaching him to put a pullover shirt on?
3. Mrs. C. refuses to walk to the diningroom. She is physically capable of doing it, but she refuses and insists on being taken in a wheelchair. Using shaping in forward or backward chaining how would you go about teaching her to walk to the diningroom on her own?
4. Mrs. B. refuses to communicate with anyone. She is capable of speaking, and occasionally answers in one-word replies. Using shaping in forward chaining how could you teach her to have a conversation using normal sentences with a resident or staff?

Example of Role-Playing for Schedules of Reinforcement to Decrease Behavior and Punishment

1. Bobby, a young male, continually smears his food, and throws his dishes when sitting at meals. How would you decrease this behavior?
2. Tommy, a young male, regurgitates his food, then subsequently swallows it. How could you decrease this behavior?
3. Using a form of punishment, how would you decrease violent aggression (including biting people, extreme physical assault, and scratching) in a 7-year-old boy in a hospital who has become brain damaged as a result of being thrown from a horse. The tantrums occur most frequently when he is asked to do something which is mildly uncomfortable such as physical therapy sessions, or when he is requested to try a new activity, e.g., self-feeding.
4. Mary, a 20-year-old blind girl displays very severe self-abusive behavior. How could you decrease this behavior?

Negative Reinforcement

1. A staff member at an institution screams at residents when they do not comply with her requests. The residents finally comply -- or at least attempt to. Who is getting negative reinforcement and why?
2. Whenever Johnny, a patient, starts bugging the staff to take him for a walk, or sit down and talk with him, he is put into time out. Who is getting negative reinforcement and why?
3. Bobby, a handicapped resident throws tantrums when he is not allowed to listen to his music when he wants it. He is a big boy, and very difficult to put into time out, so the staff give in to him and let him listen to his music when he wants. Who is getting negative reinforcement and why?
4. A male patient in a wheelchair with a pressure sore on his ischium could terminate a thirty-second alarm by pushing up from his wheelchair after it's onset or he could postpone the onset of the alarm by pushing up before it was activated. How is negative reinforcement occurring in this situation?

PRESENTATION EVALUATION**GROUP MEMBERS:**

<u>Clarity of Theory</u>	_____	Exceptionally thorough and clear, complete, presented in an outstanding manner.
	(4)	
	_____	Very articulate and clear, and presented interestingly in a creative way.
	(3)	
	_____	Understandable and clear, presented in a conventional manner.
	(2)	
	_____	Parts incomplete or confusing, or copied directly from text.
	(1)	
<u>Demonstration</u>	_____	Exceptional. Relevant and complete with theory demonstrated extremely well.
	(4)	
	_____	Relevant and accurate, with superior connection of theory to practice.
	(3)	
	_____	OK but sometimes not clear or relevant or parts not covered.
	(2)	
	_____	Examples incomplete (e.g. one-liners) or poor connection with theory.
	(1)	
<u>Debriefing/ Feedback</u>	_____	Thorough coverage of all points on outline clearly and concisely.
	(4)	Well organized.
	_____	Discussion of all points, but some not in depth.
	(3)	
	_____	Coverage of most points to a good degree but others missed or too brief.
	(2)	
	_____	Poor coverage overall or points missed.
	(1)	
<u>Interest/ Appeal</u>	_____	Highly interesting, dramatic, used many modes, enthusiastic, highly participatory
	(3)	
	_____	Generally interesting, energetic, most everyone involved, creativity shown.
	(2)	
	_____	Good, with visual appeal, enthusiasm and class involvement at an average level, lower level of originality or creativity.
	(1)	

GRADE

COMMENTS:

DISCUSSION QUESTIONS GUIDELINES

Your overheads should use the headings below and include answers to the questions subsumed under each heading.

- A. Set up the context by briefly summarizing the introductory information presented in the article. What previous research has been conducted in the area? What was the purpose of this particular study?
- B. Give an overview of the study outlining the definition of the behavior to be changed, the baseline, the creation of a favorable situation, and how the behavior was recorded.
- C. Summarize the treatment procedure and the outcome. Explain in detail the principles used in the study. For example, identify relevant S^D 's, S^A 's, reinforcer, punisher, shaping or fading steps, chaining, schedules of reinforcement, etc. Second, explain why it is likely that the treatment procedure, and not some other variable, was responsible for the behavior change. This will involve a discussion of the research design and the rationale behind it. Third, relate your conclusion to the purpose of the study. Finally, be sure to say whether or not the study tested for **generalization** and included a **follow-up**. If yes, explain how, if no, explain how it could have been done.
- D. Focus on single-subject data whenever possible. For graphs, be sure to describe important trends. Whenever possible, provide numbers that give the reader an indication of the degree of behavior change produced by the treatment (e.g., the mean frequency of the behavior was 5 per day during baseline and 26 per day during treatment). Avoid discussion of statistical tests, e.g., $F(4,70)=3.44, p<.05$. Discuss variables that could affect the degree of behavior change produced by the treatment procedure. Your discussion must be based on the ***"Factors Influencing the Effectiveness of..."*** sections in the Martin & Pear textbook. For example, if the treatment procedure involved punishment, then your main reference sources would be pages 165-168 (and perhaps also pages 169-171) in the textbook. These reference sources will help you to identify the strengths and weaknesses of the treatment procedure and to suggest improvements.

Instructions for Writing Criticisms for Articles

1. DO NOT write a summary of article.
2. Write criticisms in POINT form. No more than 3 points are necessary.
3. Criticize the article ONLY in terms of how it did not apply learning principles.

Article #1: Criticize in terms of how well reinforcement, extinction, generalization, discrimination was applied, e.g., reinforcement immediate? Strong enough? Extinction consistent?

Article #2: How well shaping, fading, attenuation of reinforcement, chaining was applied, e.g., shaping - were small steps used? Reinforcement immediate? Differential reinforcement used correctly? Fading done properly, attenuation of reinforcement done?

Article #3: How well punishment, negative reinforcement and conditioned and unconditioned reinforcement was applied, e.g., punishment - did they follow the important points referred to on punishment? Intensity? Immediacy? Positive reinforce alternative response? Contingent? Watch for side effects of fear? Watch for punishment becoming S^D for reinforcement?

Article #4: How well did they set up the token system, e.g., did they use a variety of reinforcers, pair tokens? Fade out tokens?

Article #5 & 6:
How well did they apply the learning principles used in these articles?

Article #7: Your own criticisms.

ONLY criticize article in terms of applications of learning principles. NO OTHER criticisms will be given marks.

Instructions for Write-up for Behaviour Modification Project

1. Include Baseline Graph and Treatment Graph up to and including last week of treatment. Make sure you label your graphs.
2. Describe your treatment in terms of eight learning principles. Define the learning principle first, and then describe how you used the learning principle in your treatment program.

The following is a list of learning principles from which you can choose:

1. Positive Reinforcer
 - primary
 - secondary
2. Schedule of Reinforcement
 - intermittent
 - continuous
 - any of the schedules
3. Fading
4. Shaping
 - include a discussion of the steps
5. Chaining
 - diagram the chain
6. Attenuation of Reinforcement
7. Punishment
 - type of punishment
8. Negative Reinforcement
 - in escape or avoidance
9. Stimulus Generalization
10. Stimulus Discrimination
 - include discussion of S^D 's and S^A 's
11. Imitation or Modelling
12. Extinction
13. Response Generalization