



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – Winter 2020**

**HS 1202 A3: BEHAVIOUR MANAGEMENT STRATEGIES**

**3 (3-0-0) 45 hours for 15 weeks**

**INSTRUCTOR:** Kirsten Clark

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**OFFICE:** H131

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**OFFICE HOURS:** By appointment

**TIME:** Tuesday and Thursday 10:00 am - 11:20 am (January 7 - April 23)

**LOCATION:** E 311

**CALENDAR DESCRIPTION:** This course provides students with the tools needed to design, apply and evaluate both simple behavior change and behaviorally based instructional programs. These strategies are applied to helping people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their communities.

**PREREQUISITE(S)/COREQUISITE:** HS 1102: Behavioral and Functional Assessment

**CREDIT/CONTACT HOURS:** 3 credits

**REQUIRED TEXT/RESOURCE MATERIALS:** Martella, R.C., Nelson, J.R., Marchand-Martella, N.E., & O'Reilly, M. (2012), *Comprehensive Behavior Management*, 2<sup>nd</sup> ed., USA: Sage Publishing Company.

**DELIVERY MODE(S):** Lecture in addition to interactive learning opportunities presented in class. Audio-visual materials and additional readings will supplement the textbook.

**COURSE OBJECTIVES:** This course introduces students to:

- The tools needed to design, apply and evaluate both simple behavior change and behaviorally based instructional programs.
- An understanding of various strategies that are applied to help people develop skills needed to improve the quality of their lives and, more specifically, to improve their participation as members of their community.
- Practice in developing, using, and evaluating behavior change programs.
- The opportunity to apply assessment skills covered in HS 1102: Behavioral and Functional Assessment.

**LEARNING OUTCOMES:** Upon completion of the course learners will demonstrate knowledge and application of:

- Functional Assessment
- Single-Subject Designs
- Techniques for Increasing Behavior
- Techniques for Decreasing Behavior
- Token Economies and Contracting
- Techniques for Teaching New Behaviors
- Self-Management Strategies
- Techniques for Promoting Generalization of Behavior Change
- General Learning Principles

**EVALUATIONS:**

<p><b>Assignments 70%</b></p>	<ul style="list-style-type: none"> <li>● Self-Management Project (30%)</li> <li>● ABA (Applied Behavioural Analysis) and My Life (30%)</li> <li>● NVCI (Non-Violent Crisis Intervention) Training (10%)</li> </ul> <p style="text-align: center;"><i>*NVCI will take place from 9:00 – 4:30 on January 15 in L 106 – Please adjust your schedules ahead of time to ensure attendance. Cost is \$20 for the workbook. Please sign up in the Human Services office.</i></p>
<p><b>Tests 30%</b></p>	<ul style="list-style-type: none"> <li>● Test 1 (15%)</li> <li>● Test 2 (15%)</li> </ul> <p style="text-align: center;"><i>*tests are non-cumulative, but concepts learned in the first unit are built upon in the next</i></p>

*Assignment details will be discussed in class and provided on Moodle. Assignments must be submitted in the dropbox on Moodle by 11:59 p.m. on the due date. **ALL** assignments and tests **MUST** be completed and turned in to pass the course.*

**HUMAN SERVICES EXPECTATIONS FOR STUDENT LEARNING**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

**CLASSROOM**

**Regular, PUNCTUAL attendance**

- Learning from other students’ notes or from Moodle is not optimal.

- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- If you miss a class, refer to Moodle or check in with another student.

*Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).*

### **Turn off cell phones**

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

### **QUIZZES/EXAMS**

**Write in-class quizzes/exams on the date and time they are scheduled.**

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

### **ASSIGNMENTS**

Hand in assignments via Moodle on the date indicated.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

### **OUTSIDE OF CLASS**

- Complete assigned readings and assignments, participate in group projects, check Moodle.

**GRADING CRITERIA:** A minimum grade of C- is required to pass this course.

Grande Prairie Regional College uses the **ALPHA** grading system as described in the table below:

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		F	0.0	0-59
B	3.0	73-76				
B-	2.7	70-72				

**STUDENT RESPONSIBILITIES:** The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the GPRC College calendar regarding rights and responsibilities.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

*\*\*Note: all Academic and Administrative policies are available on the same page.*

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Please complete the textbook and additional supplied readings prior to class. Additional readings may be assigned throughout the course and will be on Moodle or handed out in class.

	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS &amp; DUE DATES</b>
<b>January 7</b>	Course Overview Brief Review of 1102 Functional Assessment		
<b>January 9</b>	Single-Subject Designs Review a. AB b. Reversal c. Changing criterion d. Multiple Baseline e. Alternating Treatments f. Changing Conditions	p. 97 - 107	
<b>January 14</b>	Single-Subject Designs (cont'd)		
<b>January 16</b>	Foundations of Behavior Management ● Modeling ● Reinforcement ● Extinction ● Punishment	Chapter 2	
<b>January 21</b>	Foundations of Behavior Management ● Primary & Secondary Reinforcers & Aversives ● Deprivation & Satiation	p. 55	
<b>January 23</b>	Stimulus Control ● Shaping ● Chaining	p. 61	

<b>January 28</b>	Schedules of Reinforcement <ul style="list-style-type: none"> <li>● Extinction</li> <li>● Prompts</li> <li>● Shaping</li> <li>● Premack Principle</li> </ul>	p. 65	
<b>January 30</b>	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>● Behavior Momentum</li> <li>● Self-Management</li> </ul>	Chapter 5	<b>ABA and My Life (Chapter 2) Due</b>
<b>February 1</b>	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>● Preference &amp; Choice</li> <li>● Correspondence Training</li> <li>● Behavioral Contracts</li> </ul>	Chapter 5	
<b>February 4</b>	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>● Token Economies</li> </ul>	Chapter 5	
<b>February 6</b>	Increasing Desirable Behaviors <ul style="list-style-type: none"> <li>● Generalization</li> </ul>	Chapter 5	
<b>February 11</b>	Catch-up / Review	Chapter 5	
<b>February 13</b>	<b>Test #1</b>	Chapter 5	<b>Test #1</b>
<b>February 18 &amp; 20</b>	<b>Winter Break</b>		
<b>February 25</b>	Decreasing Undesirable Behaviors <ul style="list-style-type: none"> <li>● Least Restrictive and Intrusive</li> <li>● Informal Procedures</li> </ul>		<b>ABA and My Life (Chapter 5) Due</b>
<b>February 27</b>	Decreasing Undesirable Behaviors <ul style="list-style-type: none"> <li>● Least Restrictive and Intrusive</li> <li>● Informal Procedures</li> </ul>		
<b>March 3</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>● Level 1</li> </ul>	Chapter 6	
<b>March 5</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>● Level 2</li> </ul>	p. 196	

<b>March 10</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 3</li> </ul>	p.199	<b>ABA and My Life (Chapter 6) Due</b>
<b>March 12</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 4</li> </ul>	p. 203	
<b>March 17</b>	Behavior Reduction Hierarchy <ul style="list-style-type: none"> <li>• Level 4</li> </ul>	p. 203	
<b>March 19</b>	Finish up the hierarchy (Levels 1-4)		
<b>March 24</b>	<i>Kids These Days</i> Excerpts and Activities		
<b>March 26</b>	Classroom Rules, Management and Arrangements	Chapter 7	
<b>March 31</b>	Time	Chapter 8	
<b>April 2</b>	Transitions	Chapter 8	
<b>April 7</b>	Stages of Learning	Chapter 8	
<b>April 9</b>	Effective Instruction	Chapter 8	<b>Self-Management Assignment Due</b>
<b>April 14</b>	Safety	Chapter 9	
<b>April 16</b>	Review		
<b>April 21</b>	Review		
<b>April 23</b>	<b>Test #2</b>		<b>Test #2</b>