

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM
"Making a Difference"

JAN. 02 2001

RP2402 WORKING WITH PEOPLE WITH CHALLENGING BEHAVIORS
Course Outline

Winter 2001 January 4 to April 12, 2001

Prerequisites: RP1100, RP1202, RP2315

Location: A308

Times: Tuesday, Thursday
8:30 - 9:50 am

Instructor: Rita Stonell, Comm. Rehab. Dip.

Office: H217

Office Hours: Monday 1:00 - 2:30 p.m.
By Appointment or drop in!

Phone: 539 - 2893
538 - 3253 (home)

email: rstonell@gprc.ab.ca

COURSE DESCRIPTION

This course refines and builds on the concepts and methods related to programming for skill development and behavior management as covered in Behavioural and Functional Assessment and Principles of Applied Behaviour Analysis and Learning. The principles of Applied Behavior Analysis will be reviewed. Application of those principles to value-based normative programming for people whose behavior is considered problematic will be examined.

TEXTS

Alberto, Paul A. and Troutman, Anne C. Applied Behaviour Analysis for Teachers, 4th ed., Charles Merrill Publishing Company, Columbus, Ohio, 1995.

Carr, Edward G., et al. Communication Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change, Paul H. Brookes Publishing Co., Baltimore, Maryland, 1994.

REFERENCE TEXTS

- Ballack, Alan S. and Hersen Michael. Dictionary of Behaviour Therapy Techniques, Pergamon Press, New York, 1985.
- LaVigna, G.W. and Donnellan, A.M. Alternatives to Punishment: Non-aversive Strategies for Solving Behaviour Problems, Irvington Press, New York, 1987.
- Lovett, Herbert. Cognitive Counselling & Persons with Special Needs: Adaptive Approaches to the Social Context, Praeger Publishers, New York, 1985.
- Lovett, Herbert. Learning to Listen: Positive Approaches and People with Difficult Behavior, Paul H. Brooks Publishing Co. Baltimore, 1996
- Materials on Community Programs for People With Challenging Behaviours, Centre on Human Policy, Syracuse University, Syracuse, N.Y., 1996.
- Martin, Bary, and Pear, Joseph. Behaviour Modification: What It Is and How To Do It, Prentice Hall Inc., Englewood Cliffs, New Jersey, 1978.
- Meyer, Luanna H. and Evans, Ian M. Nonaversive Intervention for Behaviour Problems: A Manual for Home and Community, Paul H. Brookes Publishing Co., Baltimore, Maryland, 1989.

A selection of other relevant books are to be found in our library collection. Students are encouraged to utilize the library to clarify and expand upon their understanding of concepts presented in class.

CLASS FORMAT

Classes will consist of lectures, exercises, discussions and student presentations.

COURSE OBJECTIVES

Students will:

1. Demonstrate knowledge and application of the basic concepts of applied behaviour analysis including:
 - A. Behavioural Definitions and Objectives
 - B. Behavioural Recording
 - anecdotal reports
 - outcome (permanent product) recording
 - event recording
 - interval recording
 - time sampling
 - latency recording
 - duration recording
 - graphing

- C. Single Subject Designs
 - D. Reinforcement
 - primary and secondary reinforcers
 - effectiveness
 - schedules of reinforcement
 - E. Differential Reinforcement for Behaviour Reduction
 - F. Extinction
 - G. Response Cost
 - H. Time-out
 - I. Punishment
 - J. Stimulus Control and Shaping
 - K. Contracts and Token Economies
 - L. Generalization
2. Utilize the principles of Applied Behaviour Analysis to design and implement a pro-developmental program for a person who has a disability, that is consistent with the principle of social role valorization.
 3. Compare and contrast eliminative and educative approaches to behaviour problems.
 4. Assess the functionality and purpose associated with excess behaviors.
 5. Prioritize behaviors for intervention, discriminating excess behaviors that require intervention from those that do not.
 6. Demonstrate knowledge of the design intervention plans for behaviour problems that are value-based, that utilize normalized ecological and consequence procedures, and that promote the development of adaptive behaviors.
 7. Demonstrate familiarity with selected strategies that support behaviour changes.
 8. Demonstrate knowledge of strategies useful in the evaluation of intervention outcomes.
 9. Demonstrate knowledge crisis management.

