I. **COURSE PURPOSE:** Based on operant and respondent concepts of behavioral theory, this one-credit course will provide social work students with specific behavioral techniques that may be applied directly to build upon existing strengths and promote positive behavior in children and adolescents. Additionally, the course will present methods for indirect work with children through coaching parents and teachers to facilitate change “in vivo”. Grounded in the social work value of respect for the inherent dignity and worth of the person, these interventions will reflect our mandate to “treat each person in a caring and respectful fashion . . . promot[ing] clients’ socially responsible self determination” (NASW Code of Ethics).

II. **EDUCATIONAL OBJECTIVES:** Upon completion of this course, students will be able to:

   a. Demonstrate relationship skills in forming a working alliance with the natural caregivers (parents, grandparents, teachers, day care providers) to be the agents of positive change with children and adolescents.

   b. Apply principles of task analysis to teach children pro-family skills, and teach parents and teachers how to teach and reinforce pro-family skills in children.

   c. Apply concepts of respondent conditioning in the systematic desensitization of anxiety and anger in child and adolescent clients.

   d. Apply concepts of operant conditioning in the design and implementation of behavioral contracts.

   e. Apply concepts of operant conditioning in the design and implementation of token economy and other behavioral acceleration systems.
III. COURSE REQUIREMENTS

a. Required Reading: All required readings will be posted on Blackboard

b. Recommended Text


c. Course Assignments
   i. Parent Interview
   ii. Positive Behavior Plan

d. Grading Policy: The letter grade for this course will be based on the University Grading System.
   i. Assignment 1 due class #2 1/20/12 20%
   ii. Assignment 2 due class #4 2/3/12 60%
   iii. Participation 20%

   This is a four-week, one-credit course that moves at a fast pace. Participation grade is based on attendance at all four classes, indication of completion of required reading prior to class, and meaningful discussion during the classes

e. Course and Instructor Evaluation  NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

a. Scholastic Expectations: Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

b. Additional Behavioral Requirements: Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   i. Attend all classes and contribute constructively to the classroom culture
   ii. Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
iii. Demonstrate competence in planning academic activities and in following through on those plans
iv. Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
v. Use an appropriate level of class time and instructor’s time and attention in and out of class
vi. Behave in a manner that is consistent with the ethical principles of the social work profession.

c. **Academic Honesty:** Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks. *Engaging in academic dishonesty will result in a grade of F in this course*

d. **Accommodations:** Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
Class Schedule

Class #1  
1/13/12 **Targeting Behavior**
Overview of the course; process of behavioral change; why is this social work?; building facilitating relationships; review of change concepts of behavioral theory; means of measurement; methods of recording behavior; task analysis; contracting; functional behavioral assessment of target behavior

**Required Reading**
Spiegler, M., & Guevremont, D. Chapter 4, pp. 47-76.
Weiss, N. & Knoster, T. (2008). It may be nonaversive, but is it a positive approach?: Relevant questions to ask throughout the process of behavioral assessment and intervention. *Journal of Positive Behavior Interventions* 10 (1), 72-78.

**Recommended Reading**

Class #2  
1/20/12 **Shaping Operant Behavior**
Acceleration and deceleration techniques; chaining, shaping; DRO; use of punishment and time out from generalized reinforcement; recording, monitoring and measuring change

**ASSIGNMENT #1 DUE**

**Required Reading**
Spiegler, M., & Guevremont, D. Sections of chapters 6, 7, and 8, pp. 120-144, 147-159, 181-197.
Recommended Reading


Class #3 2/25/11

**Shaping Respondent Behavior**

Coping skills and desensitization; stimulus control; respondent extinction; recording, measuring and monitoring

**Required Reading (Choose to read either Dia or Lehmkuhl)**


Spiegler, M., & Guevremont, D. Sections of chapters 9 and 13, pp. 206-227, 347-370.

**Recommended Reading**


**Class #4**

Beyond Behavioral Technique

Cultural Competence, indirect work with parents and teachers; self determination; shaping behavior within the context of families and strengths

**ASSIGNMENT #2 DUE**

**Required Reading**


**Recommended Readings**


