

The International Behaviorology Institute Syllabus for BEHG 100 Child Rearing Principles and Practices

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 100 Child Rearing Principles and Practices

Credits: 3 TIBI credits

Prerequisites: None

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Latham, G. I. (1994). *The Power of Positive Parenting*. Logan, UT: P & T ink. (ISBN 1-56713-175-1)

Ledoux, S. F. (2001). *Study Questions for Glen Latham’s The Power of Positive Parenting*. Canton, NY: ABCs. (ISBN 1-882508-15-7)

Latham, G. I. (1999). *Parenting with Love: Making a Difference in a Day*. Logan, UT: P & T ink. (ISBN 1-57008-661-3)

O’Heare, J. (Forthcoming). *Study Questions for “Parenting with Love” by Glen Latham*. Ottawa, Canada: BehaveTech Publishing.

Course Description

BEHG 100 Child Rearing Principles and Practices provides students of any age and interest (such as child care or parenting) with the scientific contributions of behaviorology that can instill or enhance the knowledge and skills for caring for (i.e., conditioning) children in effective, pro-active, non-coercive, positive, and loving ways. Behavior management related skills for application in everyday public and personal situations involving children are included.

Broadly, BEHG 100 covers the following topic areas:

- ❧ How behavior develops, that is, is conditioned;
- ❧ The application of behaviorological principles to the home environment and family life;
- ❧ Advantageous use of time in managing behavior;
- ❧ Proactive and reactive responding to, particularly adolescent, behavior;
- ❧ Questioning children about their behavior;
- ❧ Dealing with hate and anger;
- ❧ Building “self-esteem”;
- ❧ Fussy infants;
- ❧ Avoiding spanking;
- ❧ Using time-outs effectively;
- ❧ Eliminating tantrums, tattling, lying, stealing, and thumb sucking;
- ❧ Toilet training;
- ❧ Oppositional behaviors;
- ❧ Sibling rivalry;
- ❧ Strategies for parenting teenagers;
- ❧ Managing television viewing;
- ❧ Helping children achieve success in school;
- ❧ Dealing with substance abuse; and
- ❧ Strategies for severe problematic behavior when proactive strategies have failed.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Describe the challenge faced by parents in the 1940s compared to subsequent times and explain why parents must now possess specific parenting skills;
- ❧ Explain why managing the consequences that behavior generates is to manage the behavior;
- ❧ Describe the four basic principles dealing with how behavior is conditioned and how these principles apply within the home and family environment;
- ❧ Describe the five basic rules of parenting and relate them to specific circumstances;






- ✧ Describe the “code for parent.”
- ✧ Define reactive versus proactive parental responding, and contrast and compare the common outcomes of each approach;
- ✧ Analyze behavioral events in terms of the three-term contingency;
- ✧ Describe how to identify effective reinforcers for individuals;
- ✧ Categorize behaviors in terms of their controls, and applying the appropriate behavior management practices;
- ✧ Identify the criteria for effective consequences;
- ✧ Identify and describe the various ways in which the passage of time may be used adventitiously;
- ✧ Explain how problematic behavior may be anticipated, and describe proactive behavior management practices;
- ✧ Differentiate between effective and appropriate questioning of children about their behavior versus ineffective and inappropriate questioning;
- ✧ Describe productive versus unproductive ways to deal with hate and anger;
- ✧ Define self esteem in a behaviorological context and describe ways in which to promote it;
- ✧ Identify common problematic infant behaviors and apply basic behaviorological principles and strategies to address them;
- ✧ Describe the dangers of spanking and hence why it is inadvisable, and relate more effective alternatives;
- ✧ Differentiate between ineffective time-out procedures and effective time-out procedures, including the criteria for effectiveness, and describe circumstances in which it may be applied;
- ✧ Apply behaviorological principles to eliminate common problematic behaviors including tantrums, tattling, lying, stealing, and thumb-sucking;
- ✧ Describe effective toilet training practices under different circumstances;
- ✧ Describe how to effectively deal with children not doing as they are told;
- ✧ Relate when it is appropriate to intervene in sibling rivalry and describe effective intervention strategies;
- ✧ Describe common challenges of living with teenagers and how to apply elementary behaviorological principles to promote desirable behavior;
- ✧ Describe how to limit television watching and use it as an effective reinforcer for desirable behaviors;
- ✧ Describe and relate effective strategies and practices for promoting scholastic achievement;
- ✧ Discuss the problem of substance abuse and describe effective and ineffective strategies for resolving the problem;
- ✧ Describe what constitutes thus far intractable and persistent, severely problematic behavior, and describe last-ditch strategies and practices that will stand the best chance of succeeding in the long run; and
- ✧ Describe effective support practices for the relationship between parents in the face of managing their child’s behavior.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>The Power of Positive Parenting (PPP)</i> and related Study Questions (SQs)	<i>Chapter 1</i>
<input type="checkbox"/>	2	PPP and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	3	PPP and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	4	PPP and related SQs	<i>Chapter 4</i>
<input type="checkbox"/>	5	PPP and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	6	PPP and related SQs	<i>Chapter 6</i>
<input type="checkbox"/>	7	PPP and related SQs	<i>Chapters 7–9</i>
<input type="checkbox"/>	8	PPP and related SQs	<i>Chapters 10–13</i>
<input type="checkbox"/>	9	PPP and related SQs	<i>Chapters 14–16</i>
<input type="checkbox"/>	10	PPP and related SQs	<i>Chapters 17–20</i>

	11	PPP and related SQs	<i>Chapters 21–22</i>
	12	PPP and related SQs	<i>Chapters 23–24</i>
	13	PPP and related SQs	<i>Chapters 25–27</i>
	14	<i>Parenting with Love</i> (PL) and related SQs	<i>Chapters 1–3</i>
	15	PL and related SQs	<i>Chapter 4</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 201: Non-coercive child rearing principles and practices. *Behaviorology Today*, 7 (2), 53–59.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📖