

The International Behaviorology Institute Syllabus for BEHG 465 Behaviorological Rehabilitation

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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, 2005).

Course Title: BEHG 465 Behaviorological Rehabilitation

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

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

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Cohen, H. L. & Filipczak, J. (1989). *A New Learning Environment*. Boston, MA: Authors Cooperative. (ISBN 978-0962331138)

(In progress). *Study Questions for Cohen and Filipczak’s A New Learning Environment*. Ottawa, Canada: BehaveTech Publishing.

Fraley, L. E. (2013). *Behaviorological Rehabilitation and the Criminal Justice System*. Canton, NY: ABCs. (ISBN 978-1-882590-20-4)

Raymond, L. (2015). *Study Questions for Fraley’s Behaviorological Rehabilitation and the Criminal Justice System*. Canton, NY: ABCs. (ISBN 978-1-882590-21-1)

Course Description

BEHG 465 Behaviorological Rehabilitation provides students with the application of behaviorological considerations to help improve human interactions and success rates in institutional rehabilitation settings such as prisons. After reviewing the problems generated by the, sometimes unnecessary, coercion that too often informs many practices in such settings, the course examines the value of replacing the unscientific emphasis on coercive practices with effective, comprehensive, and systematic science-based practices for more successful rehabilitation of both adult and youth offenders. The course takes a data-based orientation to the general design and management of correctional institutions, and the training and professionalism of staff in those settings, as an integral course component.

Broadly, BEHG 465 covers the following topic areas:

- ✦ The problematic outcomes of coercive practices affecting society in general and penal rehabilitation in particular;
- ✦ Foundations and implications of the discipline of behaviorology applied to field of rehabilitation;
- ✦ Application of basic laws of behavior to practices utilized in rehabilitation institutional settings, and the outcomes thereof; and
- ✦ Replacing unscientific and coercive practices with comprehensive, effective and systematic science-based practices in youth and adult rehabilitation settings.

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:

- ❖ Analyze punishment and coercion scientifically;
- ❖ Apply the behaviorological analysis of punishment and coercion to past and current problematic cultural practices in penal rehabilitation settings;
- ❖ Evaluate the implications of that analysis and application for successful contingency engineering of more proactive practices in penal rehabilitation settings;
- ❖ Summarize the contingency engineering analysis of the scientific basis of violence and rehabilitative failure in rehabilitation settings, and the implications of that analysis for successful contingency engineering efforts in those settings;
- ❖ Incorporate behavior engineering design and practices into client/offender rehabilitation settings for youth;
- ❖ Incorporate behavior engineering design and practices into client/offender rehabilitation settings for adults; and
- ❖ Summarize the behavior engineering analysis of the relevant legal contingencies in rehabilitation settings.

Summary Written Assignment

Sidman's *Coercion and its Fallout* addresses the problematic effects of aversive stimulation and coercion in general. Consider the content of Sidman's book as applied to the topics in the both of the other texts as you work through them in anticipation of this assignment. (If you are on TIBI's records as having already covered Sidman's book, then complete both this Summary Written assignment and the Topic Paper assignment described in the next section.) The repertoire that the primary texts and study questions will have conditioned provides a solid foundation on which to consider, in more depth, the applications of behaviorological principles and practices to adult and youth penal rehabilitation settings.

Prepare an essay of no fewer than five pages and no greater than ten pages, not including front matter and references, double spaced with one-inch margins. In your paper relate, to the content of the Sidman text, an *important-to-you* aspect of current law, policy, and cultural attitudes and practices with respect to applying behaviorological principles and practices to adult or youth penal rehabilitation programs or settings. Then, to that, relate a summary discussion of the differing perspective that natural science provides and some of the changes that could be made that should result in a greater rehabilitation success.
















Topic Paper

This assignment pertains only to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Complete the assignments for the *New Learning Environment* text and the *Behaviorological Rehabilitation...* text, as well as preparation for the Summary Written Assignment, and then proceed with this Topic Paper assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

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				
				12	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)	Chapter 5 pp. 103-140 (Research & draft)
	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)			Intro & Chapters 1-3	
	2	<i>Coercion and its Fallout</i> and related SQs		13	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)	Chapter 5 pp. 140-161 (Refine for final product)
	3	<i>Coercion and its Fallout</i> and related SQs			Chapters 8-11	
	4	<i>Coercion and its Fallout</i> and related SQs			Chapters 12-15	Summary Written Assignment Begin
	5	<i>Coercion and its Fallout</i> and related SQs		14	Summary Written Assignment	Draft
	6	<i>New Learning Environment</i> and related SQs			Foreword & Preface & Chapters 1-3	
	7	<i>New Learning Environment</i> and related SQs		15	Summary Written Assignment	Refine for final product
	8	<i>New Learning Environment</i> and related SQs			Chapters 4-6	
	9	<i>Behaviorological Rehabilitation</i> and related SQs			Chapter 7 & both Appendices	
	10	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)			Chapters 1-2	
	11	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)			Chapter 3 (Topic/Thesis approval)	

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. (2005). TIBI online syllabus for BEHG 400 Behaviorological Rehabilitation. *Behaviorology Today*, 8 (1), 28-32.
- 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.