South Central College

HSER 1020 Behavioral Interventions

Common Course Outline

Course Information

Description   This course provides an in-depth look at positive supports and interventions for those with challenging behaviors, and reviews human development, learning styles, and teaching techniques. Additionally, analysis of a wide variety of multiple positive behavior strategies will be conducted. This course reviews the philosophy of behavior modification and theory, incident and accident reports, and documentation requirements. Emphasis is placed on understanding and supporting an individual's learning barriers by using positive approaches, as well as understanding and responding to behaviors with positive supports. Students will explore how their individual values and personal experiences influence the ways in which they respond to and assess individual's abilities. Students will also acquire knowledge and skills relating to functional and specialized assessments, the importance of using non-aversive interventions and the selection and use of appropriate non-aversive behavioral supports. Methods for designing, planning, developing, and implementing skill orientated support plans are taught in this course. (Prerequisites: None)

Total Credits   3

Total Hours   48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

None

Institutional Core Competencies

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Course Outcomes

1.   Describe basic principles of human development and human learning.

Learning Objectives

Describe differences in individuals and how these differences can affect learning.

Describe the terms behavior and challenging behaviors, as well as describing functions of challenging behaviors and how these relate to persons with special needs.

Describe the processes that can lead to birth defects among neonates.

Describe how average psychosocial development stages may become developmental crises for persons with special needs.

Define the most basic ways in which humans learn and why this is so important.

2. **Review of philosophy and fundamental themes of preventive behavior management and positive programming technology.**

   Learning Objectives

   Define and describe the judgment criteria for dignity and least intrusive interventions and methods for developing a positive environment.

   Describe implementation criteria, staff training criteria, authorization criteria, and documentation and notification requirements for use of control procedures implemented on an emergency basis.

3. **Describe behaviors and problem or challenging behaviors.**

   Learning Objectives

   Describe how learning and the environment can impact behaviors and challenging behaviors.

   Define the terms and describe differences between problem behaviors and normal behaviors.

   Describe positive approaches to behavioral supports and the importance of focusing on positive behaviors.

   Describe varied responses to challenging behaviors.

   Describe behaviors through its topography, cycle, course, intensity, and history, including identifying and describing at least 10 categories of reinforcers and examples for each of the categories.

4. **Describe functional and specialized assessment strategies and their purpose.**

   Learning Objectives

   Complete a functional assessment of a specific challenging behavior.

   Define functional and specialized assessments.

   Describe when and how to use a functional assessment.

   Describe what a task analysis is and how to complete a task analysis.

   Describe the various psychological testing options (and associated advantages) and be able to discuss when and how to make referrals to appropriate professionals utilizing correct procedures.

5. **Describe various teaching techniques and their relation to functional assessment strategies as they relate to persons with special needs.**

   Learning Objectives

   Define effective teaching strategies (verbal prompts, modeling, gestures, cues, and physical assistance) for those with special needs.

   Describe incidental teaching techniques and their use.

   Describe four types of consequences of behaviors, including positive reinforcement, negative reinforcement, positive punishment, and aversive punishment.

   Define the various functions and types of these four types of consequences for behaviors.

   Define an understanding of natural consequences and supports, as well as defining the ABC model, stimulus control, and generalization.

   Describe key reasons for using alternatives to punishment, including outcome effectiveness, and describe effective positive intervention models.

6. **Describe behavioral supports and learning plans.**

   Learning Objectives

   Write a support plan that has goals, measurable objectives, and methods, as well as developing documentation methods and implementation techniques.

   Describe rules and regulations that govern the use of behavioral supports and support plans.

   Describe assessments, interactions, and programming in relation to support plans.

7. **Describe various aspects of psychotrophic medications, including administration, dosage, monitoring, and how to respond in case of emergency.**

Learning Objectives

Describe the general concepts, data collection, and dated documentation of psychotropic medication monitoring, including monitoring of side effects.

Describe minimal effective dose medication monitoring, informed consent, the emergency checklist, and the non-emergency checklist, as well as understanding regulatory issues for use of psychotropic medications.

Describe the administration process for psychotrophic medications.

8. **Describe a variety of behavior modification techniques.**

Learning Objectives

Define and apply extinction and fading to modify behaviors.

Describe conditioned, intermittent, and unconditioned reinforcements in modifying behaviors.

Describe the concepts of stimulus control and motivation as tools to modify behaviors.

Summarize respondent and operant conditioning uses for behavior modification.

Explain how rules and goals can shape or change behaviors.

Describe stimulus generalization as a tool of behavior modification.

9. **Describe various support plans designed to aid those with special needs.**

Learning Objectives

Describe an Individualized Education Plan (IEP), including the contents of an IEP and why it is in place.

Describe behavioral support plans, including the components of the support plan.

Demonstrate understanding by completion of a selected support plan as a capstone project.

SCC Accessibility Statement

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm, surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

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