COURSE GUIDE

Behaviour Modification Techniques
Prof. Fátima Lorca

MA in Conflict Resolution in School

**3rd Module.
Techniques for Conflict Resolution at School**

2023-2024

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para solucionar los conflictos

BEHAVIOUR MODIFICATION TECHNIQUES

Professor Fatima Lorca Alamar.

Degree in Psychology (Catholic University of Valencia San Vicente Mártir). Master in Clinical and Health Psychology (Catholic University of Valencia San Vicente Mártir). Qualified for the exercise of health functions by the Official College of Psychologists. She has worked for several years as a psychologist at the Polyclinic of the Catholic University of Valencia San Vicente Mártir, in the area of Psychopathology. Her doctoral research focuses on Personality Disorders and the Meaning of Life. She currently teaches Clinical Child and Adolescent Psychology and Psychology of Learning at the Villanueva University Centre.

Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

Course Name	**Behaviour Modification Techniques**
ECTS Credits	6
Type of Learning	Compulsory

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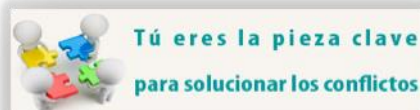
Calendar	Second Semester
Module Name	Techniques for Conflict Resolution at School
Course Requirements	None
Lecturer	Fátima Lorca. Email: fatima.lorca@ucv.es

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

The modification or behaviour therapy adopts an essential postulate: the behaviour is *mainly* a consequence of the learning the individual deals with and it is this very behaviour —not the mind or conscience and its content as established by Freudian psychoanalysis —what must be assessed and intervened scientifically by Psychology.

This course deals with the analysis of such assessment and scientific intervention on the behaviour where the case studies cannot be forgotten. The main goal of the course is, hence, to give students the theoretical knowledge and tools to optimize the educational process promoting, weakening or eliminating, as the case may be, the pupils' behaviours in the classroom.

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3.- COURSE PROGRAM AND CALENDAR

Topic 1. Three forms of learning: classical conditioning, operant conditioning and modeling. **Guided Activity:** Exercises on Classical Conditioning and Operant Conditioning	January 2024
Topic 2. Basic operant methods • Reinforcement: concept and types • Punishment: concept and types **Guided Activity:** Reinforcement and punishment exercises	January de 2024
Topic 3. Operant techniques (I): techniques to implant or increase behaviors.	1

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• Molding • Fading • Chaining **Guided Activity:** Exercises on techniques to implant or increase behaviors 18 January 2018	January de 2024 February 2024
	February-March 2022
Topic 4. Operant techniques (II): techniques to eliminate or reduce behaviors. • Positive techniques: differential reinforcement • Punishment techniques: time out, response cost and overcorrection • Aversive techniques: satiety and extinction **Guided Activity:** Cases resolutions	March 2024 March 2024

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Topic 5. Contingency organization systems • Token Economy • Behavioral contract **Case resolution** . **Epilogue** Ethical issues in behavior modification	March 2024

4.- REFERENCES

4.1 Basic bibliography

b₁	Course text (**Behaviour Modification Techniques**), Manual of Behavior Therapy and Modification Techniques .
b2:	Olivares, J. y Mendez, F.X. (2010). *Behavior modification techniques*. Madrid: Biblioteca Nueva (6ª ed.).
b3:	Labrador, F.J. (2008*). Behavior modification techniques*. Madrid: Pirámide.

4.2 Further reading

c1:	Caballo, V. (2008). Manual of Behavior Therapy and Modification Techniques (5ª reprint). Madrid: Siglo XXI. [This book is partially digitised and available on http://books.google.es/books?id=Qtx-mlMfmm8C&pg=PA51&lpg=PA51&dq=Caballo+modificaci%C3%B3n+de+conducta&source=bl&ots=krfDbxDd38&sig=fdljQ-dTbtTno1qW7fhgpC9f5gQ&hl=es&sa=X&ei=RtZnUYaKNcjRhAeAwIDYCA&ved=0CE4Q6AEwAw#v=onepage&q=Caballo%20modificaci%C3%B3n%20de%20conducta&f=false]

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c2:	Pastor, C., Sevillá, J., et al. (2007). *How to improve my behavior* (2ª Revised edition). Nova Galia.
c3:	Gavino, A. (1997). *Behavioral Therapy Techniques*. Madrid: Martínez Roca.
c4:	Barraca, J. (2014). *Behavior modification techniques*. Madrid: Síntesis.
C5:	Bados, A. y García-Grau, E. Behavior Therapy. En: http://diposit.ub.edu/dspace/bitstream/2445/18402/1/T%C3%A9cnicas%20operantes%202011.pdf
C6:	Garry, M y .Pear, J. (2008). *Behavior modification*. Pearson educación: Madrid
C7:	Moreno, I. (2002).C*hildhood behavioral therapy. Intervention guide.* Madrid: Pirámide.

5. METHODOLOGY

The teaching on this course uses three online resources:

1) **dynamic** textbook or workbook, to facilitate learning;

2) **webinars,** through which master classes, guided activities (practices, text comments, seminars, …), and group tutorials are carried out. All the Web conferences are interactive;

3) **video-lessons** on crucial issues.

MASTER CLASSES

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CREDITS: **1**

METHODOLOGY OF TEACHING AND LEARNING:

a)   With the real-time participation of students:

Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing.

Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

b)   Without the real-time participation of students:

Asynchronous learning using videotaped lectures by the lecturer or an invited expert.

GUIDED ACTIVITIES

CREDITS: **0,8**

METHODOLOGY OF TEACHING AND LEARNING:

Synchronous learning using multimedia resources via interactive web conferencing.

Understanding theories and concepts is the key aim of these practical classes.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

(INDIVIDUAL OR GROUP) TUTORIALS

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CREDITS: **0,2**

METHODOLOGY OF TEACHING AND LEARNING:

- Individual interview via skype.

- Virtual group interactions via web conferencing:

  a) for the analysis of the literature;
  b) for the reparation of assessments;
  c) for the monitoring of the course progress.

STUDY, TASK PREPARATION AND TESTING.

CREDITS: **4**

METHODOLOGY OF TEACHING AND LEARNING**: SELF-STUDY.**

## 6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

BASIC COMPETENCIES [BC]

BC6. Students will be able to master and understand knowledge contributing to a base or opportunity to be original in the development and /or implementation of ideas mostly in a research context.

BC7. Students will be able to implement the acquired knowledge and their ability to solve problems in new or little known settings within broader (or multidisciplinary) contexts related to their study areas.

BC8. Students will be able to incorporate knowledge and face the complexity of making judgments from certain information which, being incomplete or limited, includes considerations of the social and ethic responsibilities related to the implementation of their knowledge and judgments;

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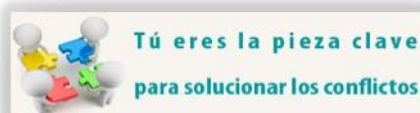
BC9. Students will be able to communicate their conclusions — and the last knowledge and reasons on which such conclusions have been based — to specialized and non-specialized public in a clear way avoiding any kind of ambiguities.

BC10. Students will be able to possess the learning abilities enabling them to carry on studying mostly in a self-directed or autonomous way.

GENERAL COMPETENCIES [GC]

GC1. Students will be able to develop cognitive and emotional abilities enabling them to perform the educational functions both ethically and professionally.

GC4. Students will be able to acquire the specific language of the discipline of conflict resolution in the classroom.

GC6. Students will be able to properly use the technological resources facilitating the management in conflict resolutions in the classroom.

GC7. Students will be able to develop interest for improvement programs proposed from the different educational settings and related sciences.

SPECIFIC COMPETENCIES [SC]

SC4. Students will be able to know the different programs focused on considering and solving the behavioural problems in the classroom.

SC10. Students will be able to know the different programs on conflict resolution intervention and on promotion of peer cooperation at schools.

SC 11. Students will be able to know the main school conflict resolution strategies according to the different education levels.

SC 12. Students will be able to recognize, understand and distinguish the different cognitive-behavioural techniques useful for the resolution of education conflicts.

SC14. Students will be able to identify the most useful methods and techniques for the resolution of different conflicts in the classroom.

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SC 16. Students will be able to identify the appropriate type of strategy to solve the different school conflicts.

7.- LEARNING OUTCOMES

- The student will be able to identify the most effective programs to solve every type of conflict at school.
- The student will be able to make theoretical proposals on the solution to different conflicts that may arise in the classroom.
- The student will be able to identify the most appropriate cognitive-behavioural strategies according to the type of conflict arisen in the classroom.
- The student will be able to identify the most appropriate strategies according to the type of difficulties that may arise in the classroom.

8.- ASSESSMENT

Students should self-assess following the development of each topic. There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the MA.

Assessment Tool	Allocated Percentage
Portfolio Activity tours	20%
Works Exhibition	20%
Practical Cases Solution	20%
Final Test	40%

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