

Controlling Behavior

Individual Project

Project Objective

Design a behavioral adjustment program supported by learning theory

Project Instructions

You are a consultant working for the Institute of Advanced Psychological Principles (IAPP) which has been contracted by several different clients to develop a behavioral adjustment program. As a consultant of IAPP you have been asked to review these requests and select which client you wish to take on.

Client #1 – Egghead Industries is a small business with a total of 30 employees. They operate from a building in Sacramento and their employees provide customer service for larger companies. Egghead Industries has recently seen a sharp drop in productivity in the workplace, an increase in employees arriving late to work, and an overall drop in employee satisfaction. They have contracted IAPP to help them to reverse these trends.

Client #2 – A parent has contracted with IAPP because they have a 7 year old female child who is becoming unmanageable at home. Both parents work full-time and both children are in elementary school. Their other child is a typical 5 year old boy, but is generally easy to manage at home. They have observed oppositional behavior from their 7 year old female child who is consistently not following directions, not completing household chores, and picking on her 5 year old brother. They have contracted with IAPP to create a behavioral adjustment program to improve their home environment.

Client #3 – Tehachapi Unified School District has contacted IAPP to improve their overall campus climate for students in light of the recent suicides of young gay and lesbian students. They have received an increase number of bullying and harassment reports from students, as well as a reported decrease in feelings of safety from students. Tehachapi is hoping to improve the safety for gay and lesbian students as well as to increase a sense of community on its campuses.

Using what you have learned about shaping and conditioning behavior, create a behavioral adjustment program for your client. As per all contracts with IAPP you will use the required program design format, which is a bullet-point outline of proposed strategies to achieve your client's goals with a justification of each step that is supported by learning theory. Your proposed behavioral adjustment program must include at least 5 strategies (plus justification) which will be evaluated by another IAPP consultant before being given to your client.

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Page Length: 1-2 pages

Format: Bullet-point

File Extension: RTF, DOC, or PDF

Part I Due Date: by 11:59pm Friday in Week 9

Students must upload their completed “Behavioral Adjustment Program” in the Dropbox and in the Group Discussion forum by this day. Students must use the “Controlling Behavior Template” (posted in the Weekly Schedule) to complete this project.

Part 2 Due Date: by 11:59m Sunday in Week 9

Students will review and evaluate one Behavioral Adjustment Program posted by another student using the learning theories presented in the textbook. Do not evaluate a student's proposal that has already been evaluated. Students must demonstrate knowledge and understanding about the various theories of learning from Module D Lesson 1, for example:

- Would the proposed strategy modify the problem behavior? Why or why not.
- Is the proposed strategy consistent with the theories of learning presented in Module D Lesson 1? Explain how it is, or isn't.
- Are there any flaws in the proposed strategies? Are they all unique strategies?
- Do you have any suggestions to improve the proposed behavioral modification program?

Students are not limited to answering these questions, but these are good examples of the level of critical analysis students will be scored on.

Grading Rubric

This project is worth up to 50 points and students earn points based on completion of the Behavioral Adjustment Program as well as their participation in the peer evaluations. Each student will be evaluated using the questions below.

- Did the student submit a completed behavioral adjustment program on-time? (Part 1)
- Is the student's behavioral adjustment program consistent with learning theory? (Part 1)
- Are the student's behavioral adjustment programs clearly and logically explained? (Part 1)
- Did the student critically evaluate another student's proposed behavioral adjustment programs? (Part 2)
- Did the student accurately apply the principles of learning theory in this evaluation? (Part 2)

Each of these questions will be scored using a 10-point Likert scale:

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Not at all Minimal Average Good Very Good