



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Behavioral Problems and Management							
Course Code		CGB306		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	2	Workload	52 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To teach the students to learn appropriate observation techniques such as recording and transcribing, how to set target behaviors and will have theoretical background about setting target behaviors							
Course Content		Theoretical approaches in behavior management (definition of behavior, behavior regulation, history of behavior management, theories for the emergence of behavior: classical conditioning, operant conditioning, social cognitive learning, psychodynamic theory, biocological theory, humanistic theory), behavioral problems in children, possible causes and subject related research (function of the behavioral problem, pre-behavioral stimuli, post-behavioral stimuli, behavioral problems encountered in children with special needs, related research), definition and evaluation of behavior (record keeping, observation, evaluation of data), behavioral intervention (definition of problem behaviors and its criteria, factors that cause problem behavior, behavioral intervention plan, behavior change strategies), positive behavior development, ethical principles in behavior management practices.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Case Study, Individual Study					
Name of Lecturer(s)									

Prerequisites & Co-requisites

Prerequisite	CGB301
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Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	30
Final Examination	1	50
Assignment	2	20

Recommended or Required Reading

1	Behavioral Change in School: Applied Behavior Analysis
2	Austin, V.L., Sciarra, D.T. (2012). Emotional and Behavioral Disorders in Children and Adolescents. Ankara: Nobel
3	Kauffman, J.M. & Landrum, T.J. (2015). Characteristics of Children and Adolescents with Emotional and Behavioral Disorders (Cases Addition). Sema Kaner (Çev. Ed.). Ankara: Nobel

Week	Weekly Detailed Course Contents	
1	Theoretical	Basic concepts about behavior and behavior problems
2	Theoretical	Different explanations of behavior and reasons
3	Theoretical	Clinical characteristics of behavior problems in childhood
4	Theoretical	Evaluation of behavior -, Formal methods
5	Theoretical	Evaluation of behavior -, Formal methods
6	Theoretical	Evaluation of behavior? Informal methods
7	Theoretical	Midterm Exam
8	Theoretical	Evaluation of behavior? Informal methods
9	Theoretical	Intervention - Reinforcement use and its effects
10	Theoretical	Intervention - Reinforcement use and its effects
11	Theoretical	Use of tips and help techniques
12	Theoretical	Functional evaluation methods
13	Theoretical	Developing an effective behavior intervention plan for children and parents
14	Theoretical	Presentations

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	2	42



Midterm Examination	1	3	1	4
Final Examination	1	5	1	6
Total Workload (Hours)				52
[Total Workload (Hours) / 25*] = ECTS				2
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	Know the basic definitions of behavior
2	Explain the basic definitions of behavior problems
3	Knows and applies effective evaluation and intervention approaches
4	Develops an effective behavior response plan for children and their parents
5	Explain the intervention programs applied in the world

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P3	3	3	3	3	3
P4	3	3	3	3	3
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P9	3	3	3	3	3
P10	4	4	4	4	4
P11	4	4	4	4	4

