COURSE OUTLINE

ABAP 365 - BEHAVIOR ENGINEERING: REHABILITATION

Prepared By: Dr. Stephen F. Ledoux
A. **TITLE:** BEHAVIOR ENGINEERING: REHABILITATION

B. **COURSE NUMBER:** ABAP 365

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks face–to–face or asynchronous

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**

   This course examines the application of the natural science and technology of behavior, behaviorology, to foster improvements in human interactions and success rates in institutional rehabilitation settings such as hospitals and prisons. The scientific basis of punishment that often informs many practices in such settings is covered along with rehabilitation considerations focused on both adult and youth clients or offenders. The course takes a systematic and data–based orientation to the organization and management of hospital or corrections personnel and institutions, and patient/prisoner rehabilitation. The development of behavior management–related knowledge and skills for application in everyday situations in institutional rehabilitation settings is an integral course component.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): Introduction to the Science and Technology of Behavior (ABAP 245) or Correctional Philosophy (JUST 105) or permission of instructor.

   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

<table>
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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td><strong>a.</strong> Summarize the behavior engineering analysis of the scientific foundations of punishment, especially as present in rehabilitation settings</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
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<td><strong>b.</strong> Incorporate behavior engineering in client/offender rehabilitation settings for youth</td>
<td>2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
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| e. Incorporate behavior engineering in client/offender rehabilitation settings for adults | 1. Communication  
3. Prof. Competence  
4. Inter-Intrapersonal Skills |
|---|---|
| d. Summarize the behavior engineering analysis of related legal contingencies in rehabilitation settings | 1. Communication  
2. Crit. Thinking  
3. Prof. Competence |

**K. TEXTS:**

- One articles by Dr. Murray Sidman: Preface to *Coercion and Its Fallout*.
- Another articles by Dr. Murray Sidman: Reinforcement in diplomacy: More effective than coercion.
- *A New Learning Environment* by Dr. Harold Cohen and Dr. James Filipczak
- *Behaviorological Rehabilitation and the Criminal Justice System* by Dr. Lawrence Fraley
- Supplemented by other books and articles as appropriate.
  (See references.)

**L. REFERENCES:**


**M. EQUIPMENT:** Smart classroom.

**N. GRADING METHOD:** A-F
O. **MEASUREMENT CRITERIA/METHODS**: To be determined by the instructor.

Possibilities include but are not limited to:
- assigned homework completion
- research papers
- book reports
- group oral/written reports
- individual oral/written reports
- essays
- class participation
- projects
- journals
- quizzes
- tests
- exams

P. **DETAILED COURSE OUTLINE**:

I. Behavior engineering analysis of the scientific foundations of punishment, especially as present in rehabilitation settings.

A. Behaviorological foundations.
   1. Natural science analysis.
      b. Laboratory contributions to knowledge.
   2. The coercive side of reality.
      a. Hostile community.
      b. Hostile environment.
   4. Coercion research.

B. Punishment, escape, and avoidance.
   1. Punishment facts.
      a. Punishing stimuli.
      b. Punishment control.
   2. Punishment side–effects.
      a. Short range (physiological responses).
      b. Long range (physical responses).
   3. Escape facts.
      a. Learning escape.
      b. Subtracted reinforcement and escape.
   4. Escape routes.
      a. Tuning out (of interest, responsibility, etc.).
      b. Dropping out (of school, family, religion, society, life).
   5. Avoidance facts.
      a. Causes.
      b. Prevention.
   6. Avoidance results.
a. Slow learning.
b. Superstitions.
7. Avoidance techniques.
a. Turning inward.
b. Whistle blowing.
a. Phobias.
b. Anxiety.
c. Amnesia.

C. Coercion problems and alternatives.
1. Coercion and conditioned suppression.
a. Becoming careless, then callous, then cruel.
b. Economics of anxiety.
2. Coercion and conscience.
a. Conscience origins.
b. Conscience control.
3. Coercion breeding coercion.
a. Aggression.
b. Counteraggression.
4. Changeable independent variables of coercive behavior.
a. Know thyself.
b. Know thine environment.
5. Local alternatives to coercion.
a. General level of added reinforcement.
b. Added reinforcement in home and school.
6. Global alternatives to coercion.
a. Added reinforcement in diplomacy.
b. Added reinforcement in society and law enforcement.

II. Behavior engineering in client/offender rehabilitation settings for youth.

A. The CASE II–Model project (as an example).
1. Project description.
2. Environmental reinforcers.
4. General operations.
5. Cultural results.
6. Interpersonal results.
7. Academic results.
8. Student follow-up (rehabilitation or reinstitutionalization).

B. Comparing CASE II and the National Training School for Boys.
1. Student population comparison.
2. Student offense comparison.
3. Student commitment comparison.
4. School personnel comparison.
5. Program outcome comparison.

III. Behavior engineering in client/offender rehabilitation settings for adults.
A. General considerations in corrections.
   1. Traditional corrections: review.
      a. Sentences.
      b. Precluding escape.
      c. Creating a contingently reinforcing environment.
      d. Specifying society approved responses for contingent reinforcement.
      e. Depersonalizing the controlling contingencies.
      a. Generalization (from institution back into society) designed into behaviorological interventions.
      b. Rehabilitation success.

B. Internal prisoner–society economics of behaviorological corrections.
   1. Prisoner economic classes.
   2. Individual level arrangements.
      a. Living quarters.
      b. Meals.
      c. Sex.
      d. Drugs (e.g., tobacco).
      e. Personal development.
   3. Small group (interpersonal level) internal economic arrangements.
      a. Skill development.
      b. Skill sale.
      c. Competitions.
   4. Large group (agency level) internal economic arrangements.
      a. Insurance.
      b. Banking/credit services.
      c. Stock market.
      d. Publishing.
   5. Governance.
      a. Law and order.
      b. Welfare.
      c. Healthcare.
      d. Taxation.
      e. Administrative salaries.
   6. Education.
      a. Curricula (core, intermediate, advanced).
      b. Private schooling.
      c. School taxes.
   7. Prisoner social stratification.
   8. Transition back into outside society.
      a. Generalization (from institution back into society) designed into internal economics.
      b. Rehabilitation success.
IV. Behavior engineering analysis of related legal contingencies in rehabilitation settings.

A. Mens Rea.
   1. Defined.
   2. Culpable acts.
   3. Culpable states.
      a. Purpose.
      b. Knowledge.
      c. Recklessness.
      d. Negligence.
   4. Cultural costs of conceptual errors.
   5. Additional Mens Rea contingencies.
   6. Possible gradual contingency changes.

B. Covert mini–courts.
   1. Overt/covert distinction.
      b. Attorney’s mini–courts.
      c. Psychologist’s mini–courts.
      d. Magistrate’s mini–courts.
      e. Judges mini–courts.
   5. Analysis of rationalization and self–deception.
   6. Effects on victims.
   7. Corrective possibilities.
      a. Elaborating scientific basis of the criminal justice system.
      b. Cultural level analyses.

Q. LABORATORY OUTLINE: No laboratory