

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Behavior Management of Children with IDD
Course Code: SEBS 319

Sixth Semester
(3 Credit Hours)

Pre-requisite course requirements/Skills

Course Code	Course Title
SEBS- 295	Functional and Independent Living Skills for Children with IDD

Learning Outcomes

After the completion this course the learners will be able to:

2. To enter define and discuss different types of behavioral problems
3. Will be able to select appropriate behavioral management technique to modify their undesirable behaviors
4. Will be able to develop and implement intervention plan to overcome behavioral problems

Contents

Unit-1: Introduction

- 1.1 Defining Behavioral Problems
- 1.2 Overview of Division Philosophy of Behavioral Problems
- 1.3 Building Blocks of Self Determination
- 1.4 Consumer Rights
- 1.5 Unauthorized Techniques

Unit-2: Clinical Assessment Diagnosis and Treatment

- 2.1 Clinical Assessment
 - 2.1.1 Characteristics of Assessment Tools
 - 2.1.2 Clinical Interviews
 - 2.1.3 Clinical Tests
 - 2.1.4 Clinical Observations

- 2.2 Diagnosis
 - 2.2.1 Classification System
 - 2.2.2 DSMV
 - 2.2.3 Reliability and Validity in Classification
 - 2.2.4 Dangers of Diagnosis and Labeling
- 2.3 Treatment
 - 2.3.1 Treatment Decisions
 - 2.3.2 Is Treatment Effective?

Unit-3: Behavior Problems and Abnormal Behaviors

- 3.1 Anxiety Disorders
- 3.2 Phobias
- 3.3 Panic Disorders
- 3.4 Obsessive Compulsive Disorders
- 3.5 Stress Disorders
- 3.6 Unipolar Depression
- 3.7 Bipolar Depression
- 3.8 Disorder of Memory and other Cognitive Function

Unit-4: Biological Model

- 1.1 Biological Explanations
- 1.2 Biological Therapies
- 1.3 Assessing the Biological Model

Unit-5: The Psychodynamic Model

- 5.1 Freud Theory
- 5.2 Other Psychodynamic Explanations
- 5.3 Psychodynamic Therapies
- 5.4 Assessing Psychodynamic Models

Unit-6: The Behavioral Model

- 1.1 Behavioral Explanations
- 1.2 Behavioral Therapies
- 1.3 Assessing the Behavioral Models

Unit-7: The Cognitive Model

- 1.1 Cognitive Explanations
- 1.2 Cognitive Therapies
- 1.3 Assessing Cognitive Model

Unit-8: The Humanistic Existential Model

- 1.1 Roger's Humanistic Theory and Therapy
- 1.2 Gestalt Theory and Therapy
- 1.3 Existential Theories and Therapy
- 1.4 Assessing the Humanistic Existential Model

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

*Classroom presentation, quiz, oral and written test, classroom projects.
2 before mid-term and 2 after mid-term paper will be given.*

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		Written test at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		Written test at the end of the semester.

Suggested Readings

Brown, R.I. (1993). *Behaviour & social rehabilitation and training*. Toronto: Captus Press.

Wallor, R.J. (2009). *Functional behavioral assessment*. California: Corwin.

Tamner, RES. (2007). *Social behaviour of children*. New Delhi: Concept Publishers.

Rogers, Bill. (2004). *How to manage children challenging behavior*. New Delhi: Paul Chapman.

Zipoli, Thomas J. (1997). *Behavior management* (2nd ed.). Columbus: Merrill.

Comer, J.R. (1999). *Fundamentals of abnormal psychology* (2nd ed.) New York: W. H. Freeman and Company.