**ipb**
**INSTITUTO POLITÉCNICO**
**DE BRAGANÇA**

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| Course Unit | Theories and Techniques of Behaviour Regulation | Field of study | Specific Training | |
| | Postgraduation Diploma in Special Education: Emotion and Personality Domain | School | School of Education | |

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| Academic Year | 2017/2018 | Year of study | 1 | Level | | ECTS credits 4.0 |
| Type | Annual | Semester | - | Code | 5029-458-1008-00-17 | |

| Workload (hours) | 108 | Contact hours | T | - | TP | 25 | PL | - | TC | - | S | - | E | - | OT | - | O | - |
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T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

| Name(s) of lecturer(s) | Ana Paula Sismeiro da Silva Pereira |
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## Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
1. Understanding the nature and limits of the techniques of regulating behavior.
2. Being able to develop a program of behavioral regulation.
3. Review and integrate the results in the pedagogical relation to that program.

## Prerequisites

Before the course unit the learner is expected to be able to:
It has no preconditions.

## Course contents

1. Theories and models of behavior. 2. Basic conceptual tools. 3. Forms of action. 4. Programs regulating behavior. 5. Building exercises programs for behavior regulation.

## Course contents (extended version)

1. Theories and models of behavior.
   - Behaviourism a. 1) - What is reinforcing? What is disgusting?
   - Importance of personal history of reinforcement/punishment and the relationship with administrator
   - Social learning: model characteristics and conditions for learning by observation
2. Basic conceptual tools: Extinction, Reinforcement and Punishment.
   - Effects associated with punishment: the conditioning of aversive stimuli avoidance.
3. Forms of action.
   - Passive intervention
   - Active intervention: suppressing
   - Active intervention: educational
4. Programs regulating behavior.
   - Characteristics and applicability of different programs.
   - Ongoing programs and programs intermittent.
5. Building exercises programs for behavior regulation.

## Recommended reading

1. Bandura, A. (1983). Principios de Modificacíon de Conduta. Salamanca: Sigueme.
2. Bandura, A. (1976). Social Learning Theory. New Jersey: Prentice-Hall.
3. McEwan, E. K. ; Danner, M (2000). Managing Unmanageable Students – Practical Solutions for Administrators. London: Corwin Press.
4. Munn, P. et al. (2000). Alternatives to Exclusion from School. London: Paul Chapman Publishing.
5. Rogers, B. (2002). Behaviour Management. London: Paul Chapman Publishing.

## Teaching and learning methods

The definition of strategies and methods for the teaching of this discipline stems from the search for links between the experiences of learners and the objectives and content of the program. In this sense, justified the use of diverse techniques: lecture, discussion, role-playing, case studies, individual assignments, group work.

## Assessment methods

1. Interim Written proof (100%) - (Regular, Student Worker) (Final)
2. Final Written Exam (100%) - (Regular, Student Worker) (Supplementary, Special)

## Language of instruction

Portuguese

## Electronic validation

| Ana Paula Sismeiro da Silva Pereira | Rosa Maria Ramos Novo | Paula Marisa Fortunato Vaz | António Francisco Ribeiro Alves |
|---|---|---|---|
| 24-07-2018 | 26-07-2018 | 26-07-2018 | 26-07-2018 |