

**SEMESTER LESSON PLAN
BEHAVIOR MODIFICATION IN EDUCATION**



**Lecturer:
Dr. Tina Hayati Dahlan, M.Pd., Psikolog**

**MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2021/2022**

	SEMESTER LESSON PLAN	No. Doc :
	Behavior Modification in Education	Revision : 00
		Date : January 31, 2023
		Pages: 10
Written by: Dr. Tina Hayati Dahlan, M.Pd., Psychologist NIP 197204192009122002	Validated by: Hani Yulindrasari, S.Psi., M. Gendst., Ph.D. NIP. 197907142002122001	Approved by: Dr. Tina Hayati Dahlan, M.Pd.Psi colog NIP 197204192009122002
Lecturer	QCC Educational Psychology Study Program	Head of Educational Psychology Study Program

SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program : Educational Psychology
 Course Name : Behavior Modification in Education
 Course Code : SP767
 Course Group : Elective Competency Courses of Study Program
 Credit (s) : 3 credits
 Program : Master Program
 Semester : 2 (Two)

Prerequisite : -
Status : Compulsory Elective
Lecturer name and code : Dr. Tina Hayati Dahlan, M.Pd., Psychologist (2537)

2. Course Description

This course begins by discussing the history of the development of behavior modification, definitions of behavior and behavior modification and their characteristics, ethical issues and areas of application of behavior modification, principles and basic procedures of behavior modification in shaping, increasing, and decreasing behavior, as well as assessment and research. behavior modification. This course is carried out in the form of studies, exercises, and practices as the implementation of the knowledge that has been obtained into the development of a behavior modification program based on the results of self-assessment of one's own and other people's behavior in various educational *settings*.

3. Learning Outcomes

- A Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and country based on culture, norms, and academic ethics.
- K1 Comprehend the concepts, theories, and principles in educational psychology, developmental psychology, and pedagogy, and their implementation in educational practices.
- K3 Comprehend the principles and models of teaching, learning, assessment, and educative interventions and their applications to promote, prevent, and improve the quality of educational practice as well as to increase the well-being of all parties involved.
- GS2 Develop logical, critical, systematic, and creative thinking and apply them in conducting and publishing interdisciplinary research that considers humanities values in accordance with the educational psychology expertise.
- SS2 Manage evidence-based research independently in solving problems in educational practices from educational psychology perspective and publish the findings in national and international journals.
- SS3 Design and develop evidence-based models of teaching and learning, assessment, and educative interventions based on educational psychology study to optimize learning and benefit learners to learn and develop new skills.

4. Course Learning Outcomes

- 1 Able to understand the dynamics of human behavior as the perfection of God Almighty's creation.
- 2 Able to identify and examine human behavior problems in educational practice.
- 3 Able to master the concepts and theories of behavior modification and their implications in educational practice.
- 4 Able to design , implement, and evaluate behavior modification programs in various educational *settings* by upholding ethics.
- 5 Able to communicate findings in the field and develop behavior modification programs to the community as a form of concern for society and the environment.

5. Lesson Plan Description

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
1	<ul style="list-style-type: none"> - Students understand the goals, directions, and targets of lectures; know the learning resources used; know the topics to be studied; know the tasks that must be done, and know the learning outcomes assessment system. - Students can explain the history of the development of behavior modification - Students can explain the definition of behavior and 	<ul style="list-style-type: none"> - Behavior Modification in Education's course module - History of the development of behavior modification - Definition of behavior and behavior modification and 	<ul style="list-style-type: none"> - Lecture - Question and answer - apperception - Discussion - <i>case method</i> 	150 minutes	Listen to the lecturer's explanation; discuss; express opinions; listen to other people's opinions	Active participation in class	RPS Behavior Modification in Education; Martin & Pears (2007) chapters 1, 2, 29, 30; Miltenberger (2008) chapter 1; Sarafino (2012) chapter 4, 27.

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
	<p>behavior modification and their characteristics.</p> <ul style="list-style-type: none"> - Students can analyze ethical issues and areas of application of behavior modification . 	<p>their characteristics</p> <ul style="list-style-type: none"> - Ethical issues - Areas of application of behavior modification 					
2	<ul style="list-style-type: none"> - Students can explain the basic principles of behavior. - Students can distinguish <i>respondent behavior</i> from <i>operant behavior</i>. - Students can distinguish <i>reinforcement, extinction, and punishment</i> as a consequence of controlling <i>operant behavior</i> . - Students can explain the importance of <i>the antecedent</i> in <i>operant conditioning</i> . 	<ul style="list-style-type: none"> - <i>Respondent behavior vs operant behavior</i> - <i>Reinforcement</i> - <i>Extinction</i> - <i>Punishment</i> - <i>Antecedents</i> 	<ul style="list-style-type: none"> - <i>Flipped learning</i> - Lecture - Question and answer - Discussion - <i>case method</i> - Reflective learning - Exercise and practice 	150 minutes	<p>Deliver reading results and material <i>reviews</i>; submit practice notes; listen to the lecturer's explanation; discuss; express opinions; listen to other people's opinions.</p>	<p>Active participation in class, explanation of reading results, material <i>review</i>.</p>	<p>Martin & Pears (2007) chapters 17, 18, 19; Miltenberger (2008) chapters 4, 5, 6; Sarafino (2012) chapter 5, 6, 7, 8, 9; scientific articles.</p>
3	<ul style="list-style-type: none"> - Students can explain and differentiate stimulus control with generalization and discrimination. - Students can explain methods of modifying <i>operant behaviors</i>. - Students can explain the procedures for designing, implementing, and evaluating behavior modification programs. 	<ul style="list-style-type: none"> - Stimulus generalization and discrimination - <i>Functional assessment</i> - Procedures for designing, implementing, and evaluating behavior 	<ul style="list-style-type: none"> - <i>Flipped learning</i> - Lecture - Question and answer - Discussion - <i>case method</i> - Reflective learning - Exercise and practice 	150 minutes	<p>Deliver reading results and material <i>reviews</i>; submit practice notes; listen to the lecturer's explanation; discuss; express opinions; listen to other people's opinions.</p>	<p>Active participation in class, explanation of reading results, material <i>review</i>.</p>	<p>Martin & Pears (2007) chapters 9, 24; Miltenberger (2008) chapter 7; Sarafino (2012) chapter 13; scientific articles.</p>

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
		modification programs					
4	Students can understand the phases of behavior assessment, sources of information for behavior assessment, recorded behavior characteristics, and recording strategies.	<ul style="list-style-type: none"> - <i>Direct and indirect assessments</i> - The phases in the behavioral assessment: <ul style="list-style-type: none"> - <i>Intake phase</i> - <i>Baseline phase</i> - <i>treatment phase</i> - <i>Follow-up phase</i> - Recording device - Selection of recording method - Selection of recording instruments - Reactivity - Reliability between observers (<i>interobserver reliability</i>) 	<ul style="list-style-type: none"> - <i>Flipped learning</i> - Lecture - Question and answer - Discussion - <i>case method</i> - Reflective learning - Exercise and practice 	150 minutes	Deliver reading results and material <i>reviews</i> ; submit practice notes; listen to the lecturer's explanation; discuss; express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, material <i>review</i> .	Martin & Pears (2007) chapters 20, 21; Miltenberger (2008) chapter 2; Nilsen (2001); Sarafino (2012) chapter 2; research articles.
5	<ul style="list-style-type: none"> - Students can explain research designs in behavior modification. 	<ul style="list-style-type: none"> - <i>AB design</i> - <i>ABAB Reversal Design</i> 	<ul style="list-style-type: none"> - <i>Flipped learning</i> - Lecture 	150 minutes	Deliver reading results and material <i>reviews</i> ; submit practice	Active participation in class, explanation	Martin & Pears (2007) chapter 22; Miltenberger (2008) chapter 3; Sarafino

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
	<ul style="list-style-type: none"> - Students can review articles on the results of behavior modification research - Students can design a <i>Single Subject Design</i> in behavior modification research. 	<ul style="list-style-type: none"> - <i>Multiple-Baseline Design</i> 	<ul style="list-style-type: none"> - Question and answer - Discussion - <i>case method</i> - Reflective learning - Exercise and practice 		notes; listen to the lecturer's explanation; discuss; express opinions; listen to other people's opinions.	of reading results, material <i>review</i> .	(2012) chapter 3; research articles.
6 & 7	<ul style="list-style-type: none"> - Students can identify their own target behavior that requires modification. - Students can conduct assessments and record their own target behavior. - Students can conduct behavior modification research. 	<ul style="list-style-type: none"> - self-targeted behaviors that require modification - self-assessment and recording of target behavior - Behavior modification research 	<ul style="list-style-type: none"> - Individual presentation - <i>Problem-based learning</i> - Discussion 	150 minutes	Practice self-assessment and recording of target behavior; undertake behavior modification research, present individual assignments; listen to other people's explanations; listen to the lecturer's explanation; Express opinions.	participation in classes, individual reports, and presentations.	Martin & Pears (2007) chapters 20, 21, 22; Miltenberger (2008) chapters 2, 3; Sarafino (2012) chapter 2, 3; research articles.
8	<ul style="list-style-type: none"> - Students can explain the <i>shaping procedure</i> for . form new behavior. - Students can review research articles about <i>shaping</i>. 	<i>Shaping</i>	<ul style="list-style-type: none"> - Collaborative learning - Group presentation 	150 minutes	Deliver the results of group discussions; listen to the explanations of	Group reports and presentations, active	Martin & Pears (2007) chapter 7; Miltenberger (2008) chapter 9; Sarafino

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
	- Students can develop and apply <i>shaping procedures</i> to form new behavior.		- Class discussion - <i>case method</i> - Reflective learning - Practice designing <i>shaping procedures</i> to shape the desired behavior		students and lecturers; express opinions.	participation in class, <i>review</i> .	(2012) chapter 10; a research article.
9	- <i>positive reinforcement</i> procedures to increase the expected behavior . - Students can review research articles on <i>positive reinforcement</i> . - Students can develop and apply <i>positive reinforcement procedures</i> to increase the expected behavior.	<i>Positive reinforcement</i>	- Collaborative learning - Group presentation - Class discussion - <i>case method</i> - Reflective learning - <i>positive reinforcement</i> procedures to increase the desired behavior	150 minutes	Deliver the results of group discussions; listen to the explanations of students and lecturers; express opinions.	Group reports and presentations, active participation in class, <i>review</i> .	Martin & Pears (2007) chapter 4; research articles.
10	- <i>conditioned reinforcement</i> and <i>token economy</i> procedures to increase the expected behavior .	- <i>Conditioned reinforcement</i> - <i>token economy</i>	- Collaborative learning - Group presentation	150 minutes	Deliver the results of group discussions; listen to the	Group reports and presentations, active	Martin & Pears (2007) chapters 5, 25; Miltenberger (2008) chapter 22; Sarafino

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
	<ul style="list-style-type: none"> - Students can review research articles on <i>conditioned reinforcement</i> and <i>the token economy</i>. - Students can develop and apply <i>conditioned reinforcement</i> and <i>token economy procedures</i> to increase the expected behavior. 		<ul style="list-style-type: none"> - Class discussion - <i>case method</i> - Reflective learning - Exercise designing <i>conditioned reinforcement procedures</i> and <i>token economy</i> to increase expected behavior 		explanations of students and lecturers; express opinions.	participation in class, <i>review</i> .	(2012) chapter 25; research articles.
11	MIDTERM EXAM (Submission of Individual Report)						
12	<ul style="list-style-type: none"> - Students can explain behavior modification procedures to reduce unwanted behavior . - Students can review research articles on the use of <i>punishment</i> and <i>extinction</i>. - Students can develop and design behavior modification procedures to reduce unwanted behavior. 	<ul style="list-style-type: none"> - <i>Punishment</i> - <i>Extinction</i> 	<ul style="list-style-type: none"> - Collaborative learning - Group presentation - Class discussion - <i>case method</i> - Reflective learning - Practice devising behavior modification procedures to 	150 minutes	Deliver the results of group discussions; listen to the explanations of students and lecturers; express opinions.	Group reports and presentations, active participation in class, <i>review</i> .	Martin & Pears (2007) chapters 6, 13; Miltenberger (2008) chapters 14, 17, 18; Sarafino (2012) chapters 17, 18, 19; research articles.

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
			reduce unwanted behavior				
13	<ul style="list-style-type: none"> - Students can carry out behavioral assessments and set target behaviors in field studies. - Students can design an effective behavior modification program based on findings in the field. 	<ul style="list-style-type: none"> - Field assessment - Behavior modification program design 	<ul style="list-style-type: none"> - Discussion - <i>Problem-based learning</i> - <i>Field studies</i> 	150 minutes	Conduct behavioral assessments; design a behavior modification program.	Assessment and design of behavior modification programs	Martin & Pears (2007) chapter 24 & all chapters studied; Miltenberger (2008) all chapters studied; Sarafino (2012) all chapters that have been studied; research articles.
14	<ul style="list-style-type: none"> - Students can implement the behavior modification program that has been designed. - Students can record behavior and present data in graphs. 	<ul style="list-style-type: none"> - Implementation of behavior modification programs - Logging of behavior and display of records into graphs 	<ul style="list-style-type: none"> - Discussion - <i>Problem-based learning</i> - <i>Field studies</i> 	150 minutes	Implement a behavior modification program; record and presenting data.	Recording and presentation of field data	Martin & Pears (2007) chapter 24 & all chapters studied; Miltenberger (2008) all chapters studied; Sarafino (2012) all chapters that have been studied; research articles.
15	<ul style="list-style-type: none"> - Students can evaluate and analyze the results of implementing a behavior modification program. - Students can compile a behavior modification research report. 	<ul style="list-style-type: none"> - Evaluation and analysis of the results of the implementation of the behavior modification program - Compilation of behavior 	<ul style="list-style-type: none"> - Discussion - <i>Problem-based learning</i> - <i>Field studies</i> 	150 minutes	Field study	Evaluation of the results of the implementation of the behavior modification program	Martin & Pears (2007) chapter 24 & all chapters studied; Miltenberger (2008) all chapters studied; Sarafino (2012) all chapters that have been studied; research articles.

Meeting	Objectives	Study Materials / Teaching Materials	Approach/ Learning methods	Time	Student Learning Experience	Assessment	Reference
		modification research reports					
16	FINAL EXAMS (Submission of the individual report)						

6. References

1. Martin, G. dan Pear, J. (2007). *Behavior Modification. What It is and How to Do It*. New Jersey: Pearson Prentice Hall.
2. Miltenberger, R.G. (2008). *Behavior Modification: Principles and Procedures* (4th edition). Belmont: Thomson Wadsworth.
3. Sarafino, E.P. (2012). *Applied Behavior Analysis: Principles and Procedures for Modifying Behavior*. New Jersey: John Wiley & Sons, Inc.
4. Nilsen, B. (2001). *Week by Week Plans for Observing and Recording Young Children* (2nd edition). Albany: Thomson Learning.
5. Scientific articles from accredited journals (minimum Sinta 2) or reputable international journals.

5. Attachment

- Appendix 1. Teaching Materials
- Appendix 2. Media
- Appendix 3. Assessment Instrument