



## BEHAVIOUR SCIENCE: AN APPLICATION OF TECHNOLOGY (BST) PROGRAM

### About The Program

The Behaviour Science: An Application of Technology (BST) Program at Humber College is a part-time, post graduate certificate program that provides enhanced educational and practical skills in the growing and demanding field of Applied Behaviour Analysis (ABA) for individuals with intellectual and developmental disabilities, autism, dual diagnosis, acquired brain injuries and other complex needs.

This unique, accredited program offers specialized education and training in best practice, evidence-based behavioural assessment methods and positive behavioural programming skills that offer graduates opportunities to become specialized resource assistants and teachers, enhanced developmental service and early intervention workers, behaviour technicians, behaviour technologists and behaviour consultants within the community, social services, mental health and school systems. Graduates have enhanced their current positions or received positions in these and other employment areas.

### Benefits of Humber College's ABA Program

- Completion of the BST program in 6 months or 1 year.
- Completion of the certificate while you work (i.e., classes take place in the evenings, weekends, throughout the week or online).
- Curriculum is comprehensive and specifically focused on ABA.
- Content is based on board certification course standards (i.e., BCBA / BCABA) and accredited by the Ontario Association for Behaviour Analysis (ONTABA).
- The Program is a condensed and efficient opportunity for students to learn ABA skills comparable to accelerated diploma programs in ABA.
- Education and training in ABA is ideal for managers and their staff, for professionals in the community, social, school and mental health systems and for parents of individuals with intellectual disabilities.
- Placement options in ABA and community-based agencies.
- Bursaries for students who qualify.
- Graduate employment opportunities.
- Unique post-graduate program in the Greater Toronto Area.

### Admission Requirements

Educational:

- A Developmental Services Worker Diploma, or
- A diploma in a related human services area such as Social Services Worker, Child and Youth Worker, Early Childhood Education, Nursing, Gerontology, etc., or
- A degree in a related area such as Psychology, Social Work, Education, etc.

Experiential:

- Working or volunteering with individuals with a developmental disability, or
- Being a family member of an individual with a developmental disability.

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**Notes\*:** Courses are also offered more than once across semesters. DSW 800, 801 and 802 may be completed in as little as 2 months. DSW 803 runs for a week in the summer. DSW 805 is completely online. Please check online for costs of

## Curriculum

There are 6 compulsory courses offered several times throughout the year. The curriculum focuses on learning theory, biopsychosocial and functional behavioural assessment methods, data collection systems, research design and evaluations, positive behavioural and specialized support skills (e.g., intensive behaviour intervention, verbal behaviour, cognitive-behaviour therapies, self-management, mediator training, anger management, generalization and maintenance skills, etc.) and ethical programming. The curriculum also includes a practicum and an online course in professional practice (e.g., writing a journal article, reviewing books or websites, preparing a poster for a conference, organizational behaviour management project, presenting a session at a conference, teaching a workshop to colleagues in the field, etc.) to enhance their clinical experiences.

**DSW 800:** Introduction to Behaviour Technology: Applied Behaviour Analysis and Behaviour Theory

**DSW 801:** Behaviour Technology I: Applications of Behavioural Methodology & Specialized Strategies

**DSW 802:** Behaviour Technology II: Principles, Processes and Positive-Based Procedures

**DSW 803:** Functional Behavioural Assessment & Program Evaluation

**DSW 804:** Field Practice (Placement & Online)\*

**DSW 805:** Professional Practice (Online)

\* All students entering field placement must obtain and have completed (if have not done so already) a police check (vulnerable persons), crisis / prevention Intervention (CPI), CPR and First Aid training several weeks prior to placement before they could qualify for entry into the course and possible community placements.

## What Graduates & Professionals Say

Feedback from students in this program indicates a high level of satisfaction with the quality of teaching and learning in the classroom!

In the Community College Survey of Student Engagement, 2009, Humber College finished 1<sup>st</sup> out of 58 extra large North American Colleges in several areas including *Student-Faculty Interaction*.

"Our past experiences in life help us to gather the pieces of the puzzle. We now have the pieces of the puzzle and Behaviour Science helps us to put the puzzle together, and accomplish our goals at a level that others can understand. At a busy time in my life where everything seemed so pressured for time, Humber College provided me with a relaxing opportunity for continuous learning. A truly amazing experience! "

***Mirella DeGiovanni***

**Lead Safe Interventions Trainer**

**Toronto District School Board**

"The program provided me with a comprehensive and relevant understanding of the concepts of Applied Behaviour Analysis and the use of positive approaches, as well as opportunities to apply these concepts in professional settings. I draw upon these valuable learning experiences daily in my present role as a Behaviour Consultant."

***Mackenzie Ketchell***

**Behaviour Consultant**

**Meta Centre**

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“ The Behaviour Science: An Application of Technology Program taught me the skills I would need to fully support students with challenging behaviour, to be able to tell what was working or not, and why. It was exactly what I needed to learn in order to do my job better as an Educational Assistant with the Peel District School Board at that time. The program’s focus on positive programming has changed my life! I learned the value of evidence based practice and I acquired the knowledge and confidence to contribute my thoughts effectively to the teaching team. The courses were amazing! Each of the instructors brought something different yet equally valuable to lectures. I couldn’t wait to get to class every week, Our group was so varied in experience and expertise; we all contributed and learned so much from each other through class discussions and a variety of group assignments. I became so intrigued by the value of ABA to increase quality of life in clients that I later went to work for the Geneva Centre for Autism part-time, as part of a team implementing numerous behavior and skill-acquisition programs to clients with very challenging behaviour. Currently, I conduct workshops in ABA and have recently had the chance to give back to Humber College by teaching a course! The Behaviour Science Program allowed me to put into practice everything I learned in my varied work experiences”.

***Patricia Weber***

**Instructor, DSW Program**

**Humber Institute of Advanced Learning**

“Applied behaviour analysis and psychiatry are both important disciplines; they enhance each other infinitely when both specialties take a symbiotic approach towards each other. This cannot be more evident than when we support individuals with varying intellectual and developmental disabilities and complex needs.

For students who are interested in pursuing this fascinating and rewarding clinical field, the Behaviour Science Program at Humber College will certainly provide enhanced skills, a solid knowledge base and great field experience for students."

***Dr. John C. C. Chan, M.Sc., M.D., FRCPC***

**Child & Adolescent Psychiatrist**

**Shaw Clinic, York Central Hospital**

### **Contact Information**

For further information and registration forms, please contact John Kosmopoulos at [john.kosmopoulos@humber.ca](mailto:john.kosmopoulos@humber.ca), or 416.675.6622 ext. 3481, or Cheryl Evans at [cheryl.evans@humber.ca](mailto:cheryl.evans@humber.ca) or 416.675.6622 ext. 3484, or visit [parttimestudents.humber.ca](http://parttimestudents.humber.ca)

Website: <http://calendardb.humber.ca/LIS/WebCalendar/CE/ProgramOffering.do?name=11161>

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## HUMBER COLLEGE - COURSE DESCRIPTIONS

### **DSW 800:** Introduction to Behaviour Technology: Applied Behaviour Analysis and Behaviour Theory (4 credits)

This course introduces applied behavioural analysis (ABA). It reviews learning theory, the basic principles of ABA, and how it is utilized. There is also a significant focus on ethics, including current standards of practice in Ontario, the roles of various professionals in the ABA process, and protecting the rights of individuals with challenging behaviours.

### **DSW 801:** Behaviour Technology I: Applications of Behavioural Methodology & Specialized Strategies (4 credits)

This course discusses the history of behaviour programming and the development of current behavioural methodologies. The full range of these methodologies is addressed. These methodologies are compared with respect to process, effectiveness, appropriate client group for each methodology, and ethics. Various behavioural techniques such as teaching skills, specialized instructional strategies (intensive behavioural intervention, verbal behaviour, incidental teaching), antecedent control strategies, differential reinforcement strategies, anxiety and anger management, cognitive-behaviour therapies and self-management are defined and evaluated.

### **DSW 802:** Behaviour Technology II: Principles, Processes and Positive-Based Procedures (4 credits)

This course focuses on positive behavioural approaches. It defines the concept of positive approaches and the ethics supporting their utilization. As well, there is a comprehensive review of the research which supports the effectiveness of positive approaches. The course also discusses the reasons why negative behavioural strategies are often used. Students learn the most effective ways to teach and maintain skills and to utilize reinforcement strategies.

### **DSW 803:** Functional Behavioural Assessment & Program Evaluation (4 credits)

This course teaches the functional behavioural approach. Students learn what a functional assessment is and how to conduct such an assessment. Students also learn how to use the results of a functional assessment to design and implement behavioural strategies. This includes environment modification, skills development, communication enhancement strategies and modifying consequences. The course teaches the specific skills of observation, data collection, program development, program implementation, and program evaluation. The focus is on the role of the behaviour technician as a valuable member of the behaviour intervention team. Real-life scenarios will be utilized.

### **DSW 804:** Field Practice (9 credits)

This course provides a student with the opportunity to utilize Applied Behaviour Analysis while directly supporting people with developmental disabilities who have challenging behaviours. Students will utilize the academic knowledge and skills gained through previous courses on site at agencies in the developmental services sector. Placements will be provided specifically with individuals who have extreme behaviours and in settings where students will work in conjunction with behavioural professionals. As well, there will be a Blackboard seminar supporting the placement process. The course will consist of 105 hours of field placement and eight hours of integrative seminar. Students require CPR, First Aid and medical certificate and a police check prior to placement.

### **DSW 805:** Professional Practice (3 credits)

In this course, students complete a project which enhances their development as a professional in the behaviour technology field. Examples of projects are writing a journal article, reviewing books or websites, preparing a poster for a conference, presenting a session at a conference, teaching a workshop to colleagues in the field, etc. This course is conducted primarily through Blackboard (possibly enhanced by four meetings) with the instructor throughout the semester.

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