

***TIBI Online Syllabus for  
BEHG 201:  
Non-Coercive Child Rearing  
Principles and Practices***

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[This is another installment in the series of syllabi for TIBI's online courses. Each syllabus appears in *Behaviorology Today* basically in the same form as it appears online. The series continues whenever there are syllabi that have yet to be printed, or that require reprinting due to substantial revisions. Locate additional syllabi through the *Syllabus Directory* at the back of the most recent issue.—Ed.]

**Note #1:** This syllabus contains some notes that supplement the more traditional syllabus parts. Each note is numbered for convenient reference. Some notes, like this one, have multiple paragraphs.

*This syllabus is a long document.* It is longer than a syllabus for a face-to-face course as it contains material that the professor would otherwise cover in person. *Hence it was designed to be printed out for reading!* Furthermore, it was designed to be used *as a task check-off list.* Please print it out and use it these ways.

The only activity in this course for which you might need access to a computer, before the web-log, is to print this syllabus as a reference for how this course works so you can follow the directions to complete this course. This is a matter of access, student access to education, so that everyone who wants this course can take it regardless

of whether they own several computers or only have access to one in their local library or in a friend's home.

Students can, if they wish, study the topics of this course free of charge, perhaps to fulfill their own interests. They would do so simply by completing the activities described in this syllabus.

Students can also study the topics of this course for TIBI (The International Behaviorology Institute) credit, perhaps toward a TIBI certificate. They would do so by paying the necessary fee to be assigned a professor to provide feedback on, and assessment of, their efforts. (This course is part of several TIBI certificates, including the Behavior Literacy Certificate and the Effective Autism Intervention Certificate. Visit [www.behaviorology.org](http://www.behaviorology.org) or contact TIBI for details.)

Also, students can study the topics of this course for regular academic credit; they would do so by contacting any accredited institution of higher education that offers behaviorology courses accepted by TIBI such as the State University of New York at Canton (SUNY-Canton) at [www.canton.edu](http://www.canton.edu) which is SUNY-Canton's web site. At SUNY-Canton this course is offered as *SSCI 135: Parenting Knowledge and Skills*. TIBI automatically accepts A or B grades from the academic-credit version of this course as equivalent to its own course toward its certificates (and C and D academic-credit grades can be remediated through TIBI for TIBI credit; contact TIBI for details). Alternatively, the work done completing the course through TIBI may make taking the course for academic credit easier; ask the professor who teaches SUNY-Canton's equivalent course about this.

The parts of this syllabus cover many topics. While the headings may be different, these include (a) the course content and objectives, (b) the text, study, and assessment materials, (c) the grading policy, (d) the necessary work-submission methods and professor feedback, and (e) the study-activity sequence and completion timelines.

*Note #2:* You may take this course without a prerequisite even though it is listed as having both BEHG 101 and BEHG 102 (the introduction to behaviorology sequence) as prerequisites. That listing was designed to show the *preferred* course sequence based on the relation among these three courses: the *basic* science principles (BEHG 101), followed by the applications of the principles to *general* concerns (BEHG 102), and then the application of the principles to the *specific* area of child care (BEHG 201), an area of interest to many sectors of society.

### Course Description

*BEHG 201: Non-Coercive Child Rearing Principles and Practices.* This course introduces students of any age and interest to the scientific contributions that the disci-

pline of behaviorology can provide to enhance their knowledge and skills regarding caring for children in effective, positive, pro-active, non-coercive, and loving ways. These contributions include two broad areas: (a) They include some methods applicable throughout pre-adult years that encourage the prevention of the common behavior problems of these years. Some common problems that can be avoided are associated with bedtime, eating, dressing, shopping, and automobile travel. Some methods to prevent these problems include catch 'em being good, let kids help, monitor kids, orderly routines, and time out and other forms of instructive discipline. (b) These contributions also include some methods applicable to helping distraught parents change problem behaviors that are already occurring (i.e., cure techniques, rather than prevention techniques). Other topics include toilet training, language, intelligence, creativity, achievement, reading, Aircribs, and morality.

*Note #3:* To check out other behaviorology courses offered by TIBI, visit their locations on the TIBI web site ([www.behaviorology.org](http://www.behaviorology.org)). To check out other behaviorology courses offered by SUNY-Canton, see the list and descriptions—and in some cases, the syllabi for the asynchronous versions—on the faculty web page of the professor who teaches them (which currently is Dr. Stephen F. Ledoux; click Ledoux in the faculty directory at [www.canton.edu](http://www.canton.edu)).

### Course Objectives

The main objective of this course is *to expand the student's behavior repertoire* measurably in relevant areas of behaviorological course content. The student will discuss and, as appropriate, apply:

- ✦ Origins and research foundations of advances in scientifically informed child rearing practices;
- ✦ Scientifically informed practices with respect to specific concerns (e.g., self esteem, fussy babies, spanking, sibling rivalry, tantrums, lying, thumb sucking, toilet training);
- ✦ Scientifically informed practices in various common settings (e.g., home, store, playground);
- ✦ Long term benefits of scientifically informed practices (e.g., reducing child abuse, enhancing school success, increasing loving relationships);
- ✦ Scientifically consistent recommendations for cases in which all else fails.

### Additional Objectives

- ✦ Successful, A earning students will use (at an accuracy level of 90% or better) basic disciplinary terminology both when discussing behaviorological knowledge, and when applying behaviorological skills, relevant to parenting and child care.

✧ Such successful students will also ask questions, seek answers, converse about, and act on the uses and benefits of this discipline for humanity.

✧ Such successful students will also behave more effectively in other ways with respect to themselves and others.

### **Required Materials (not in their order of use)**

✧ Latham, G.I. (1994). *The Power of Positive Parenting*. Logan, UT: P&T ink. (ISBN 1-56713-175-1)

✧ Ledoux, S.F. (2000). *Study Questions for Glenn Latham's The Power of Positive Parenting*. Canton, NY: ABCs. (ISBN 1-882508-15-7)

✧ Latham, G.I. (1999). *Parenting with Love: Making a difference in a day*. Salt Lake City, UT: Bookcraft. (ISBN 1-57008-661-3)

✧ Ledoux, S.F. (In Progress). *Study Questions for Glenn Latham's Parenting with Love*. Canton, NY: ABCs.

✧ (A/V) Latham, G.I. (2-part video program). *The Making of a Stable Family*. Logan, UT: P&T ink.

✧ (A/V) Latham, G.I. (2-cassette program). *Parenting Prescriptions*. Logan, UT: P&T ink.

✧ (A/V) Latham, G.I. (2-cassette, or 2-CD program). *An Angel Out of Tune*. Logan, UT: P&T ink.

*Note #4:* You can order the required books and A/V items through the publishers, including ABCs at 1-315-386-2684, and P&T ink, either at 435-752-5749 or—toll free—for credit-card orders only) at 1-888-750-4814. You may also order these materials through the online bookstore at [www.behavior.org](http://www.behavior.org) which is the web site of the Cambridge Center for Behavioral Studies.

### **Recommended Materials**

These are references to materials that, while not required for the course, may also be of interest to those who wish to go deeper into the course topics and extensions (and you can order them from the same sources that supply the required materials):

✧ Latham, G.I. (2-part video program). *The Teenage Years: Your Window of Opportunity*. Logan, UT: P&T ink. (These video tapes may not yet be available.)

✧ Latham, G.I. (1-cassette tape program of a presentation at an international conference). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Garden City, NY: Eyedears A/V. (Call 516-739-8864 and ask for tape #20-ASAT-12, or get this tape from P&T ink.)

✧ Latham, G.I. (6-part video program). *Managing the Classroom Environment to Facilitate Effective Instruction*. Logan, UT: P&T ink.

✧ Latham, G.I. (1998). *Keys to Classroom Management*. Logan, UT: P&T ink.

✧ Ledoux, S.F. (2000). *Study Questions for Glenn Latham's Keys to Classroom Management*. Canton, NY: ABCs.

✧ Latham, G.I. (1997). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Logan, UT: P&T ink.

✧ Latham, G.I. (1999). *Management, Not Discipline: A Wake-up Call for Educators*. Logan, UT: P&T ink.

✧ Latham, G.I. (2003). *Behind the Schoolhouse Door: Managing Chaos with Science, Skills, and Strategies*. Logan, UT: P&T ink. (This book combines *Behind the Schoolhouse Door...* and *Management, Not Discipline...*)

Dr. Latham is not the only author of quality materials on these topics. However, his peers have judged his work to be the very best available. (For example, see "About the Book" on p. vii in *Study Questions for Glenn Latham's The Power of Positive Parenting*.) Hence his works are used for this course.

Also, this course is grounded in the Shaping Model of Education which is informed by behaviorological science (rather than the Presentation Model of Education which is informed by psychology). In the shaping model, teaching is not seen as mostly talking (nor is learning seen as mostly listening). Instead, teaching is the scientifically grounded design, arrangement, and application of educational materials, methods, and contingencies in ways that generate and maintain small but continuously accumulating behaviors the short and long range consequences of which are successful in producing an ever wider range of effective responding (i.e., learning) on the part of the student.

### **Grades**

Grading policy does not involve curves, for you are not in competition with anyone (except perhaps yourself). That is, all students are expected to produce the academic products demonstrating that they have, individually, achieved at least mastery of the subject matter, if not fluency. Therefore, all students are expected to earn an A or a B (although inadequate products will produce a lower result that requires remediation before it can become a passing grade). Also, all students will receive the grades they earn. This holds even if the expectation for which the course is designed—that all students earn As—is met: If all earn As, then all receive As.

Passing grades are limited to A and B, and are earned according to the amount of assigned work that is successfully completed:

✧ Earning an A consists mainly of satisfactorily completing 90% or more of the work on all assignments.

✧ Earning a B consists mainly of satisfactorily completing more than 80% of the work on all assignments (but not more than 90% on them).

For convenience a point-accumulation system is invoked to keep track of progress through the course. Two of the 27 chapter assignments on *The Power of Positive Parenting* and its study questions, Chapters 3 and 27, are long and so earn 25 and 15 points respectively. Four other chapter assignments, Chapters 14, 15, 16, and 17, are so

short that they each earn 5 points. The other 21 chapters each earns 10 points. All together the 27 chapter assignments earn a total of 270 points. Each of the eight Audio/Visual assignments is also worth 10 points, for a total of 80 points. The web-log assignment is worth 20 points. And the half-page story-writing assignment is worth 30 points. This provides a grand total of 400 possible points. The grade that you receive is partly based on the percentage of these possible points that you actually earn.

However, point accumulation is not the grade determiner but is merely used as a convenient way to track progress *on the presumption that all course tasks are in progress*. This is because doing work on *all* of the tasks for the course is the more relevant determiner of grades than is the accumulation of points. (For example, a student who tries to accumulate just enough points, on some easier tasks, to get a B—while ignoring other course tasks—would not that way actually meet the criteria for a B and so would have to continue and complete all the required work satisfactorily to earn one of the passing grades.)

Also, students should expect to be asked occasionally to complete various test-like assessments. The level of success on these assessments helps gauge the extent to which the work on the course assignments is actually producing the learning implied by the completion of that work.

These practices are in place because the scientific research—data based Shaping Model of Education recognizes the student/professor relationship as a professional relationship in which coercive practices (i.e., aversive educational practices) are seen as inappropriate (so long as extreme conditions do not exist making such practices unavoidable). Instead, the more effective, efficient, and productive non-coercive practices of carefully designed and sequenced assignments emphasizing added reinforcement for timely work well done is generally seen as more appropriate. So, your effort and cooperation are expected and presumed; please do not disappoint either your professor or yourself.

### ***About Using the Texts & Study Question Books***

Unless specified otherwise, you need to write out your answers in longhand. The reason you are to write out your answers by hand is that this type of verbal response brings about more learning than merely saying—or even typing—the answer. This is because—as taught in a more advanced behaviorology class (i.e., BEHG 355: Verbal Behavior I)—writing the answer in longhand involves both point-to-point correspondence and formal similarity between the stimuli and the response products of the answer.

### ***The Parenting Book***

The *Power of Positive Parenting* book details the scientific contributions of behaviorology that can produce or

enhance one's knowledge of, and skills for, caring for children in effective, positive, pro-active, non-coercive, and loving ways that are solidly grounded in, and validated by, extensive scientific research. (Since the slowest self-pacing plan involves chapter/study question assignments ranging in length from 20 to 40 pages, you would cover an average of about 30 pages per week. As chapter lengths vary from 5 to 50 pages, this works out to covering less than one long chapter in some weeks, and up to four short chapters in other weeks.)

### ***The Parenting Study Question Book***

The *Power of Positive Parenting* study questions were prepared to help you expand your behavior repertoire based on the material from each of the chapters in the book. You are to complete each chapter's study questions as assigned because learning occurs when reinforced responses are made (like writing question answers), especially responses that automatically provide their own reinforcing consequences (like being right) as does writing out study question answers correctly. You complete the assigned study questions, *after reading the chapter through*, by *writing out* the answer to each question when you come to it as you *reread* the chapter. You *write out* the answers right in the *Study Question* book. Write out your answers in full sentences that incorporate the questions.

The study question book starts with a section titled To the Student and Teacher. *Read this section first!* It explains more on how to do the study questions successfully. (You will also find it helpful to mark the number of each study question in the margins of the textbook at the location of the study question's answer...) Study question assignments are provided in the *Assignment Sequence* section. Submit your work according to the method specified in the *Submitting Your Work* section.

*Note #5:* Since you are to write out your answers to the study questions directly in the study question book, you need to have your own study question book. To assure that this is followed by everyone equally, you need to fill out and send in to your professor (by regular postal mail) the original ownership form in the rear of your study question book.

### ***The Audio/Visual (A/V) Assignments***

An important component of the course is to provide you with a series of audio-visual (A/V) experiences that extend your homework-based book-learning toward the area of skill development. During each assigned A/V activity, *you need to write out a continuous outline/summary of the material* on regular 8.5 x 11 binder paper (as if you were taking sophisticated notes at a lecture). A/V assignments are provided in the *Assignment Sequence* section.

Submit your work according to the method specified in the *Submitting Your Work* section.

### ***The Web-Log Assignment***

This written assignment requires you to create a one to two page *typed* log (like a diary) from a one to two hour visit to two specific web sites. The two sites you are to visit are Glenn Latham's Parenting Prescriptions site ([www.parentingprescriptions.com](http://www.parentingprescriptions.com)) and the Cambridge Center for Behavioral Studies site ([www.behavior.org](http://www.behavior.org)). Your log should include not only the times, visited page names, visited page sequences, and page-visit durations, but also your account of the best things you learned at these sites, plus any interesting discoveries worthy of return visits. You may begin this assignment anytime *after* completing Chapter 3 and its study questions. You should submit this assignment *before* you start Chapter 14 which allows a period of 4 weeks to complete it. Submit your work according to the method specified in the *Submitting Your Work* section.

### ***The Story-Writing Assignment***

This short, written assignment requires you to create a one-half to one page long story that conveys to others—young and old alike—any one of the many elements of positive parenting. You may begin this assignment anytime *after* completing Chapter 3 and its study questions. You should submit this assignment *before* you start Chapter 27. Submit your work according to the method specified in the *Submitting Your Work* section. Here is an example which is one-half page in length (and to make things easier, you may use the characters of Jamie and Mr. Glenn, from this example, in your own story if you wish):

#### ***Jamie's Lesson***

*Have you seen other kids doing mean things? And have you seen others doing nice things?*

Well, this is a story about Jamie, and about an early lesson she had on helping others learn to do nice things.

Jamie and her classmates were out on the playground. It was the middle of winter, with a cold sun in the bright blue sky, and a thin glaze of ice on the ground.

However their teacher, Mr. Glenn, saw Jamie off to one side, sniffing. Going over to her, he asked, "Jamie? Are you okay?"

"I don't like Freddy!" she replied rather abruptly. "He's so mean. He said I was clumsy, just because I slipped on the ice..."

"I can understand why you are upset," Mr. Glenn said calmly. "It's hard when other people do things that hurt your feelings."

"And everyone laughed, too," Jamie added, softening a little.

"It's even harder when others give attention to bad things," Mr. Glenn continued pleasantly. "We have talked in class about a better way to handle these things. What is that better way?"

After a pause, Jamie replied, "We said it's better to pay attention when people do good things." But then she added, "But Freddy doesn't do any good things!"

"Well," Mr. Glenn said, "at times like these, it *is* hard to see good things. But tell me just one thing Freddy has done recently that was good."

"Well," Jamie said, deep in thought. Then, beaming, she said, "Yesterday I saw him go right over to a little kid who fell off the slide, and see if he was okay... And, this morning he helped pick up a box of spilled pencils—and he wasn't even the one who spilled them. That was nice of him."

"Wow!" said Mr. Glenn. "That's great. That's two things!" After a short pause, he added, "Did you tell him you thought that was nice of him?"

"...Oops," said Jamie.

"You can still tell him, if you want to," said Mr. Glenn. "That will still help him do more good things, and become a better person."

"That would be good," Jamie replied. "I will!" And off she went to do so.

*You can do that too. Just once today, try to notice something good that someone does, and let them know it was nice. Do that every day, and you will surely make a better world.*

### ***Submitting Your Work***

Different assignments have different work submission methods. These only apply if you are taking the course for TIBI credit. (Any addresses and phone/fax numbers that you may need will be clarified upon enrollment.)

To submit your study question answers, which must be hand-written, you can scan and fax to your professor the pages that have your answers for each assignment. However, your professor would prefer that you photocopy those pages and send them to your professor by regular postal mail.

To submit your A/V outlines, web log, and story, you may email your work to your professor (but do not use email attachments). Or, you may scan and fax your work to your professor. However, your professor would prefer that you print out your work (although it too may be handwritten), photocopy it, and send it to your professor by regular postal mail.

In all cases, you are to keep the original of your work. This insures against loss and enables you and your professor to communicate about your work (as you will then both have an identical copy). Note, however, that for study question answers, email and email attachments are neither reliable enough, nor identical enough, for this purpose, so they are not to be used for this purpose.

Your work will be perused and points will be allocated according to the quality of your work. Should any inadequacies be apparent, you will be informed so that you can make improvements. While sometimes your professor will provide a metaphorical pat on the back for a job well done, if you do not hear of any inadequacies, then pat yourself on the back for a job well done even as you continue on to the next assignment.

### Assignment Sequence

Students should work their way through the course by reading and studying the texts and materials, and sending in their work for each assignment. The slowest reasonable self-pacing of the coursework (presuming a typical 15-week semester) is this sequence which can be used as a check-off list:

- Week 1: The *Parenting* text, the Foreword, Note, & Ch. 1 (with, as always, the relevant study questions) plus the *first* of the two *Stable Family* video tapes. (You will watch these videos twice. This time will not only introduce you to the author but also provide you with his friendly face and voice to see and hear as you read the text.)
- Week 2: The *Parenting* text, Ch. 2, and the *second* of the two *Stable Family* video tapes.
- Week 3: The *Parenting* text, the first half of Ch. 3 (pp. 37-59, with study question #s 1-55).
- Week 4: The *Parenting* text, the second half of Ch. 3 (pp. 59-86, with study question #s 56-89).
- Week 5: The *Parenting* text, Chs. 4 & 5, plus the *first* of the two *Parenting Prescriptions* audio tapes, and begin the web-log and story-writing assignments (and finish them before Ch. 14 and Ch. 27 respectively).
- Week 6: The *Parenting* text, Chs. 6 & 7, and the *second* of the two *Parenting Prescriptions* audio tapes.
- Week 7: The *Parenting* text, Chs. 8, 9, & 10.
- Week 8: The *Parenting* text, Chs. 11, 12, & 13, and the *first* of the two *Angel Out of Tune* audio CDs or tapes (and finish the web-log assignment).
- Week 9: The *Parenting* text, Chs. 14, 15, 16, & 17.
- Week 10: The *Parenting* text, Chs. 18, 19, & 20, and the *second* of the two *Angel Out of Tune* audio CDs or tapes.
- Week 11: The *Parenting* text, Chs. 21 & 22 (and continue [Finish?] the story-writing assignment).
- Week 12: The *Parenting* text, Chs. 23 & 24, and the *first* of the two *Stable Family* videos again, emphasizing what seems new, now that you have covered so much else already.

Week 13: The *Parenting* text, Chs. 25 & 26, and the *second* of the two *Stable Family* videos again, emphasizing what seems new, now that you have covered so much else already.

Week 14: Finish the story-writing assignment, and begin the long, summary chapter, Ch. 27.

Week 15: Finish the *Parenting* text, Ch. 27.

Do the assignments in this sequence, even if you do them at a faster pace than the pace presented here. If you go slower than this schedule, assignments could easily back up on you to the point where insufficient time remains to complete them in a satisfactory manner.

*Note #6: Be sure that everything you submit is readable and contains your name!*

*Note #7: The usual higher education workload expectation for a course is about 150 hours. (The typical face-to-face course features about 50 in-class contact hours with the university expecting about 100 more hours of additional study at the average rate of about two hours out of class for each hour in class.) This can be accomplished at rates ranging from about 50 hours per week over three weeks to about ten hours per week over the typical 15 weeks of a semester. Of course, some students may take a little less than 150 hours, while others may take more than 150 hours, to do the work to the same acceptable and expected standard.*

You can—and are encouraged to—go through the assignments as rapidly as your schedule allows. This could mean spending a typical 15 weeks on the course. Or it could mean doing the whole course in as little as—but not in less than—three weeks, as one would progress through the *single* allowed course in a three-week summer school term. That is, you could work on the course anywhere from minimum part-time (i.e., at the rate of about ten hours per week, as described in the *Assignment Sequence* section) to maximum full-time (i.e., at the rate of about 50 hours per week).

If you are to be successful, you need to exercise some self-management skills by starting immediately and keeping up a reasonable and steady pace on the course work. You need to do this because your professor will *not* be reminding you that the products of your work are due; all the course work is set forth in this syllabus and so is automatically assigned. You are expected to follow through on your own. You need to set an appropriate pace for yourself (or accept the pace in the *Assignment Sequence* section) and adhere to that pace, and thereby get the sequence of assignments done and submitted to your professor. This will assist your success.

At various points in the course, you will be provided with feedback about your work. Upon completing all the coursework, you will be provided with your earned grade. (The grade is provided solely for the person whose work earned the grade.) We at TIBI are sure that the outcomes of your efforts to study this aspect of behaviorological science will benefit both you and others, and we encourage you to study further aspects.☺☻